



Lionel Hampton Fine & Performing Arts ES / Plan summary

2018-2020 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|------|--------------|-------|
|------|--------------|-------|

| | | |
|------------|---|---|
| 03/28/2018 | Z. Abdul-Ahad, Applewhite, K. Bell, S. Durr, S. Gates, A. Gibson, R. Hunter, D. Matthews, M. Moscicka, M. Ochoa, C. Pina, J. Romeo, L. Ross-Busch, L. Rozelle, K. Tobias, L. Villagomez, T. Weatherly | Review of SEF Scoring and Looking SQRP Trends |
| 04/18/2018 | Z. Abdul-Ahad, M. Burns, K. Bell/Cherry, M. Ochoa, A. Fixel, M. Moscicka, L. Rozelle, J. Applewhite, S. Gates, J. Romeo and Danielle Matthews | Building Consensus in scoring the SEF: The Leadership team looked at overall scoring on SEF Staff Survey and then evaluated the score according to evidence that was suggested (5 Essentials, SQRP, Parent Surveys). |
| 04/19/2018 | Z. Abdul-Ahad, V. Aguirre, J. Burke, M. Burns, B Coyle, A. Fixel, S. Durr, S. Gates, G. Hernandez, L Iniguez, D. Matthews, J. McFarland, M. Moscicka, A. Pack, J. Romeo, L. Ross-Busch, H. Sotelo, L Villagomez, T. Weatherly | Team met to complete the scoring of the SEF according to the criteria that was set the day before, met with the rest of the staff to select CIWP Priorities |
| 04/25/2018 | Z. Abdul-Ahad, L. Iniguez, V. Pantoja, R. Magalleanes-Ortega, M. Rico, M. Zapien, I. Gonzalez, M. Arreola, F. Ceballos | Parent CIWP Meeting - to discuss/record activities and goals for Parents |
| 04/25/2018 | K. Bell/Cherry, M. Burns, K. Tobias, T. Weatherly, A. Fixel, D. Matthews, A. Gibson, J. Romeo, S. Gates, L. Ross-Busch - Z. Abdul-Ahad (came later after Parent Meeting) | Theory of Action drafting for CIWP Priority Areas |
| 04/26/2018 | K. Tobias, S. Gates, A. Fixel, M. Burns, L. Ross-Busch, J. Romeo, T. Weatherly, A. Gibson | Complete theory of action statements |
| 04/27/2018 | Zaneta Abdul-Ahad and Christine Keller | Refining Theory of Actions to ensure they are SMART |

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

1 2 **3** 4

According to the 5 Essential Survey, Collaborative Teaching is rated as neutral. However, when delving deeper, their overall score trends toward established at fifty seven percent. The lowest score in this subset is thirty-nine percent for "School Commitment". The weakest score is on question, " I would recommend this school to parents seeking a place for their child." where fifteen percent of the survey population strongly disagreed.

On March 28, 2018 there was a collective meeting of teachers in which we unpacked this metric. Teachers expressed their desire to have more say and ownership within the school community. They articulated that time to communicate, share new learning and provided informal peer feed-back was a opportunity for growth which would lead to a higher favorable response in the area of Collaborative teaching.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.

- Ensure the school's identity, vision, and mission drive school decisions.
- Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials |
| Five Essentials | <ul style="list-style-type: none"> Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management |

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 **2** 3 4

Teachers meet in Professional Learning Communities that address specific content and populations. However, a structure is not fully articulated for a team that impacts overall school instructional practices, strategies and policies. In the area of Effective Leadership according to the Five Essentials survey, the school scored "neutral" with the Program Coherence being the highest score and Teacher Influence being the lowest at (41). Teachers want to be more engaged and involved in what is happening in the school.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).

- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus |
| Measures | ✓ Five Essentials: Instructional Leadership |
| Five Essentials | Effective Leaders Collaborative Teachers |
| MTSS Framework | Shared Leadership, Evaluation of MTSS |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources |

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 **3** 4

According to teachers, there are many opportunities to participate in a wide-range of Professional Development opportunities. Teachers have the flexibility to select and attend Professional Development within and outside of what is offered by the district. However, there is a challenge with sharing back what was learned. This prevents wide ranged adoption of knowledge as teacher are limited with time to share new learning.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished) |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers |
| Five Essentials | Effective Leaders Collaborative Teachers |
| MTSS Framework | Shared Leadership, Curriculum & Instruction |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules |

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 3 4

Teachers have access to resource and are aware they can request materials for themselves. Teacher feel that more information regarding instructional resource(s) and their purposes would be more beneficial if there was a centralized document that could be accessed by all teachers .

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| | <ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) |
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP |
| Measures | ✓ Five Essentials |
| Five Essentials | Effective Leaders, Collaborative Teachers |
| MTSS Framework | Shared Leadership, Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math |

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

1 2 3 4

All grade level is have a Scope and Sequence for reading and mathematics instruction. In the General education classrooms teacher are drafting lesson plans weekly. Diverse learner classrooms teachers complete unit plans. However, the 5 essential survey students score "Ambitious Instruction" as strong. Hampton School has piloted its first full year of Personalized Learning in which students and teachers engaged in conferencing a learner profiles to create personalized learning plans for students. Teachers note higher engagement and student motivation in setting and attaining goals.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments |
| Measures | <ul style="list-style-type: none"> ✓ SGRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers |
| MTSS Framework | <ul style="list-style-type: none"> Curriculum & Instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum |

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 **3** 4

Students larger majority of students are meeting their Growth Target(s). However, the rate of attainment is lower in both reading and math. Students and teacher have access to many resources that is adaptive to their level. Teachers have challenges meeting the demand of a scope and sequence...(i.e. time to review benchmark assessments vs individual teacher assessment). Ensuring that task meets the performance is an area of opportunity for growth. Teachers are more comfortable using multiple resources to build their instructions. However, making the appropriate resources to the standard skill is an area of opportunity.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | <ul style="list-style-type: none"> ✓ SGRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Supportive Environment |
| MTSS Framework | <ul style="list-style-type: none"> Curriculum & Instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction |
| CPS Performance Standards for School | <ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.) |

Rigorous Student Tasks:

Score

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

1 2 3 4

Currently, teachers do not have a built in structure to routinely examine students' work within and across content area. Assessments need to be designed for pre and post content being taught. Tracking of assessments need to happen to determine if students are meeting the standards, and curriculum needs to be better aligned with the standards for both math and literacy.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction |
| MTSS Framework | Shared Leadership, Curriculum & Instruction |
| CPS Framework for Teaching | 1.d. Designing Coherent Instruction |
| | 2b. Establishing a Culture for Learning |
| | 3b. Using Questioning and Discussion Techniques |
| | 3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assessments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQAP) ✓ Slice Protocol – Looking at Student Work |

Transitions, College & Career Access & Persistence:

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

1 2 3 4

There are currently some systems in place to prepare pathways for students to access college and career readiness options. There is a high school fair and college and career readiness week which enables students across grade levels to building of vision of post secondary education and career readiness. Achieve 3000 has career options based on their lexiles included in the literacy and social science curriculum, and Naviance has college and career readiness curriculum both of which are being used school wide.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates

- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data |
| Measures | <ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Supportive Environment |
| MTSS Framework | Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| <ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard | <ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (ICSB, 2006) |
| CPS SCHOOL EXCELLENCE FRAMEWORK 17 | |

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 **3** 4

Agency, authority and identity are being shown throughout the building through the use of personalized learning programs (LEAP and ELEVATE) as well as Socratic Seminar. There is project-based learning, student discourse and peer feedback being used across grade levels and within various content areas. Students are also setting their own goals for learning and exercising choice in their learning tasks.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.

- Change instructional practice based on analysis of current data.
- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
- Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies |
| Measures | <ul style="list-style-type: none"> ✓ SGRF Attainment and Growth ✓ REACH observation trends (de-identified) |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment |
| MTSS Framework | <ul style="list-style-type: none"> Curriculum & Instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum |

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

In the primary grades, Lexia, Dibels, TRC, IDEL, and in intermediate and upper, Achieve 3000, NewsELA, NWEA student profiles (primary through upper) Access and IXL whole school are used to measure student growth and achievement. Differentiated instruction, accommodations, scaffolding and multiple means of measuring mastery of the standards are being used through the school.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:

- Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs, academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | ✓ Examples of a variety of teacher created and teacher selected assessments |
| | ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan |
| | ✓ Evidence of assessment data analysis for the purpose of planning |
| | ✓ Assessment calendar |
| | ✓ Examples of gradebooks |
| Measures | ✓ School's grading policy |
| | ✓ Grade distribution reports (course success rates) |
| | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 1.c. Selecting Learning Objectives |
| | 1.a. Designing Student Assessment |
| | 2.d. Using Assessment in Instruction |
| | 4.a. Reflecting on Teaching & Learning |
| CPS Performance Standards for School Leaders | 81. Implements Curricular Scope and Sequence and Reviews Instructional Practices |
| | 4.b. Maintaining Accurate Records |
| Now What? Materials to Support Improvement Planning | |
| ✓ | CPS Balanced Assessment Framework & Assessment Models |
| ✓ | Assessment Design Toolkit |
| ✓ | Teacher Made Assessment Basics |
| ✓ | Grading principals and guidelines |
| ✓ | Great Schools Partnership –Grading + Reporting |

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 **3** 4

All teachers provide instruction CCSS; personalized learning implementation & strategies fully established in 50% of classrooms; evidence of progress monitoring data reviewed per regular scheduling for school and network standards. Attendance rates remain lower than acceptable for district measure - goals have been set for attendance committee. attendance grant classes using SEL schedule as assigned to counselor to meet weekly with groups of student on master schedule. MTSS is implemented at the school level and all intervention tools utilized, check in check out, restorative conversations, peer mediation. Counselor offers in school time group counseling sessions for anger management and coping skills, as well as, female empowerment group, etc.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**

- Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) |
| | ✓ Evidence of Personal Learning Plan (PLP) implementation |
| | ✓ Integrated data system that informs instructional choices |
| | ✓ Flexible learning environments |
| | ✓ Use of student learning plans |
| | ✓ Use of competency-based assessments |
| | ✓ Use of personalized learning rubric |
| Measures | ✓ Evidence of On Track monitoring and supports |
| | ✓ SQRP Attainment and Growth |
| | ✓ Attendance Rates |
| Five Essentials | ✓ Course success rates (e.g. grade distributions, pass/failure rates) |
| | Ambitious Instruction |
| | Collaborative Teachers |
| CPS Framework for Teaching | Supportive Environment |
| | 1a. Demonstrating knowledge of content and pedagogy |
| | 1b. Demonstrating Knowledge of Students |
| | 1d. Designing Coherent Instruction |
| | 2d. Managing Student Behavior |
| | 3d. Using Assessment in Instruction |
| CPS Performance Standards for School Leaders | 3e. Demonstrating Flexibility and Responsiveness |
| | 4b. Maintaining Accurate Records |
| | B3. MTSS Implemented Effectively in School |

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 **3** 4

The cultural of learning is established at Hampton but certain adjustments will need to be made to truly enhance the learning experience for students. Introduction of one to one devices this year in all classrooms; LEAP/ Elevate grant helps champion personalized learning strategies with supported implementation for staff to cultivate a culture for students. Stressing the cultivation and student ownership to build on learning with success by self monitoring of student behaviors, learning styles, and making modifications in teaching when necessary based on data. Understanding the grading criteria as outlined by CPS Professional Grading Standards through training and implementation.

Guide for Culture for Learning

- Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.

- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work: evidence from Rigorous Student Tasks |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment |
| <u>MTSS Framework Curriculum & Instruction</u> | |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |
| Now What? Materials to Support Improvement Planning | |
| <ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/set) ✓ ASCA Mindsets & Behaviors | |

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4

Adults serve as mentors among students for behavior, academic and attendance issues. Teachers are respected and recognized for the different roles they play on staff by providing opportunities to collaborate, present, and provide school improvement efforts.

Teachers make various efforts to make connections with students through afterschool programming, meetings with parents, collaboration through portal communication, and efforts to implement personalized learning strategies.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials |
| Five Essentials | <ul style="list-style-type: none"> Collaborative Teachers Supportive Environment |
| MTSS Framework | Shared Leadership, Family & Community Engagement |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate |
| Now WHAT? Materials to Support Improvement Planning | |
| ✓ | Social Emotional Learning Supports (cps.edu/sel) |
| ✓ | Trust in Schools: A Core Resource for School Reform (ASCD) |
| ✓ | Creating a School Community (ASCD) |

Student Voice, Engagement, & Civic Life:

Score

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

1 2 3 4

Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics in social studies and specifically in US Constitution exams.

Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community - students are supported by teachers and administration in visible walk outs involving current and controversial issues. Supportive assemblies and programs are highlighted across the school calendar for cultural exploration, academic pursuits, and college & career readiness.

Student Council is initiated by Assistant principal every year and turned over to faculty advisors to continue implementation throughout the year.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> • MYMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| MTSS Framework | Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures |
| CPS Performance Standards for School Leaders | D2. Utilize Feedback from Multiple Stakeholders for School Improvement |
| Content Standards | Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCS ELA/HST Standards |

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

High levels of school safety are in effect and implemented daily. We will attempt to enhance this area by hiring an additional security guard as we would like to maintain our highest score.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ MYMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score |
| Five Essentials | Supportive Environment |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior |
| CPS Performance Standards for School Leaders | A4. Creates a Safe, Clean and Orderly Learning Environment |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | ✓ Social Emotional Learning Supports (cps.edu/esel/) |

Restorative Approaches to Discipline:

Score

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

1 2 **3** 4

SEL instruction courses are implemented in master schedule and taught by school counselor in k-5 level. Classroom teachers implement career and personal development goals in gradebook. Parent conference is our first and foremost intervention taking - suspension is last resort. Every situation is determined based on facts.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | ✓ Misconduct data (Dashboard) |
| Evidence | ✓ My Voice, My School survey responses |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| MTSS Framework | Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families |
| CPS Performance Standards for School Leaders | C3. Staff/Student Behavior Aligned to Mission and Vision of School |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | ✓ CPS Restorative Practice Guide & Toolkit |
| | ✓ Guideline for Effective Discipline |

Parent and Family Partnership:

Score

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in

1 **2** 3 4

promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Principal and Assistant Principal have been active in morning duty to illustrate and create a warm and welcoming environment. Home visits have increased due to student absences. Grade level meetings with parents are held sporadically throughout year to remind parents of expectations. Parent Volunteer advertisement on school website listed all year. Communication through school website has eliminated paper documentation so that parents access more up to date information in timely manner which is translated automatically to various languages. Many teachers utilize classroom DOJO and google classroom as well as parent portal.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture? |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust |
| Five Essentials | Involved Families |
| MTSS Framework | Family & Community Engagement |
| CPS Framework for Teaching | 2c. Managing Classroom Procedures 4c. Communicating with Families |
| CPS Performance Standards for School Leaders | D1. Engages Families |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal |

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus ○= Not of focus

| | | | | | | | |
|---|--|---|---|---|---|---|---|
| 1 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 2 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 2 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 2 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 2 | Expectations for Quality & Character of School Life: Parent and Family Partnership | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 2 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for depth & breadth of Quality Teaching: Instruction | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for Quality & Character of School Life: Culture for Learning | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 4 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 4 | Expectations for depth & breadth of Student Learning: Curriculum | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 4 | Expectations for Quality & Character of School Life: Safety & Order | 1 | 2 | 3 | 4 | 5 | ⊘ |

Goals

Required metrics (Elementary)

18 of 18 complete

| 2016-2017 Actual | 2017-2018 Actual | 2017-2018 SQRP Goal | 2018-2019 SQRP Goal | 2019-2020 SQRP Goal |
|---------------------|---------------------|---------------------------|---------------------------|---------------------------|
|---------------------|---------------------|---------------------------|---------------------------|---------------------------|

National School Growth Percentile - Reading

Hampton School Reading Growth percentile trends higher in relation to math. Overall teachers are more proficient and confident in the area of reading instruction. However, the school has developed an implementation plan that will be updated to reflect expectations and benchmarks in teacher practice. This plan emphasizes a Balanced Literacy model.

| | | | | |
|-------|-------|-------|-------|-------|
| 76.00 | 60.00 | 65.00 | 70.00 | 90.00 |
|-------|-------|-------|-------|-------|

National School Growth Percentile - Math

Hampton School National Percentile in Math has earned a total of 3 metric points on the SQRP over the last three years. Although, the percentile ranges are between the 45th - 67th percentile. The trend has been decreasing over the last three year. According the MOY '18 scores their is higher percentage of students who are at less than fifty percent of their EOY growth target. Teachers created implementation plans that prioritize strands that are not yet taught and/or mastered on the NWEA according the NWEA/MAP Insight report to ensure that students are exposed/review standards where they have not met their overall growth goal.

58.00

45.00

55.00

65.00

75.00

This instructional practice is a expected to translate to at least 45 percent of all students meeting and/or exceeding their growth goal which will translate to higher percentile ranking.

% of Students Meeting/Exceeding National Ave Growth Norms

Through the application of new resources that allow teachers to gauge the level of student mastery on NWEA strands (Learning Continuum, Goal Setting tools and MAP insight reports) teachers are able to strategically plan instruction that targets students individual needs.

58.30

52.80

55.00

60.00

68.00

Teacher address these needs through center work and guided instruction with their instructional groups. In addition, teachers and students as a practice of personalized learning are conferencing with students and engaging them in Goals setting.

African-American Growth Percentile - Reading

The Growth percentile in reading for African-American students have been between the 58th - 60th percentile for the last three years. This point to the practices are consistent but does not necessarily address the needs of the all students in this subgroup. Through Balanced Literacy we will ensure that we are engaging learners at every level. Specifically, Guided Reading and progress monitoring with fidelity will aide in closing gaps earlier leading to an increase of students who move up at grade level/benchmark. These practices will lead to more students who are able to access content at or above their grade level.

60.00

58.00

65.00

70.00

80.00

The aim is also close the achievement gap that exist within our school between African-American students and Hispanic School.

Hispanic Growth Percentile - Reading

The Growth percentile in reading for Hispanic students decreased last school year. This goal is set to rebound growth moving forward at the same time closing the schools achievement gap.

88.00

66.00

70.00

75.00

80.00

English Learner Growth Percentile - Reading

This metric is no longer included in the SQRP since the 2016-2017 school year.

(Blank)

(Blank)

75.00

0.00

0.00

Diverse Learner Growth Percentile - Reading

Collaboration in the area of reading has been more consistent with general education teachers and diverse learner teachers. Diverse Learner teachers have been assigned their own gradebooks and are able to access students progress reports and Learning Continuum on their own in NWEA. This allows the Diverse Learner teachers to plan more deeply in alignment with both grade level standards and student IEP goals. Diverse learner teachers seek additional strategies in supporting students who struggle with the mechanics of reading such as training in "Wilson Reading System and the Orton-Gillingham" methods.

62.00

40.00

45.00

50.00

60.00

African-American Growth Percentile - Math

The African- American Growth percentile has been in the 40th -43rd percentile range for the last three years. There is a large disparity of students who do not meet their goals in comparison to their Hispanic counterparts in grade 4th and 5th grades. When reviewing scores of individual student we noted the following practices to move instruction forward for this population of students:

43.00

40.00

48.00

53.00

60.00

There is a large disparity of students who do not meet their goals in comparison to their Hispanic counterparts in grade 4th and 5th grades.

Equal professional development and more collaborations between bilingual and monolingual teachers to share strategies and pacing in the area of mathematics. We found that in comparison to their Hispanic counterpart that teachers of monolingual student (African American) were spending less time explicitly teaching mathematics based vocabulary. Therefore, these students were having more of a difficult time navigating the problems (know what the problem was demanding for them to do). Teachers spent more time on unpacking problems, teaching content area vocabulary, planning instruction based on the NWEA/MAP Insight report and creating differentiated activities based on the Learning Continuum.

Hispanic Growth Percentile - Math

The Hispanic Growth Percentile is the slightly higher than African American students at Hampton School. Hampton School is predominately two equal ethnic groups. While, Hispanics students scored in the 45th percentile, the are still award the same number of SQRP points on this metric. This points to the fact that that instruction is slightly more robust for our Hispanic students. The school's goals is to continue to align resources, practices and instructional strategies in all classrooms that leads to growth for all student populations.

73.00

45.00

50.00

60.00

65.00

English Learner Growth Percentile - Math

This metric is no longer included in the SQRP ... The last time it was calculated was the 2015-2016 school and the school scored in the 98th percentile which is why the goal was set at the 99th percentile. Yet this metric was no included on the 2016-2017 nor 2017-2018 SQRP

(Blank)

(Blank)

99.00

0.00

0.00

Diverse Learner Growth Percentile - Math

Collaboration in the area of mathematics has been more consistent with general education teachers and diverse learner teachers. Diverse Learner teachers have been assigned their own gradebooks and are able to access students progress reports and Learning Continuums on their own in NWEA. This allows the Diverse Learner teachers to plan more deeply in alignment with both grade level standards and student IEP goals.

57.00

10.00

25.00

45.00

50.00

National School Attainment Percentile - Reading (Grades 3-8)

As we increase the number of students meeting their learning targets we will focus on strands that are high leverage and have overlapping impact. By doing so students will exceed growth goals along the path to meet and exceed attainment.

45.00

46.00

55.00

65.00

70.00

National School Attainment Percentile - Math (Grades 3-8)

There are some foundational gaps in skills that prevent more students from reaching the attainment benchmark. The school has shifted its practice of focusing so heavily on foundational skills where they have replaced or heavily supplemented grade level instruction. This year teachers implemented math centers to allow students to work at on grade level skills (i.e. problems solving, drafting models and persisting in a tasks) while, working on foundational and fluency skills too.

36.00

34.00

45.00

55.00

60.00

National School Attainment Percentile - Reading (Grade 2)

Teachers are progress monitoring their red and yellow students according to the district guidelines which provides more instructional time to address student needs. Teachers also, has participated in extensive professional development in the are of Balanced Literacy and Guided reading. Guided reading in implemented daily with students to support them in becoming more proficient readers.

9.00

21.00

30.00

40.00

50.00

National School Attainment Percentile - Math (Grade 2)

Teachers have accessed the NWEA/MAP Insight reports and have mapped the remainder of the year using the learning continuum to address gap skill for EOY testing. Teachers have also, implement small group instruction with centers that address these gaps.

13.00 11.00 21.00 31.00 50.00

In addition, the Math committee has created a school-wide scope and sequence for each grade level. Moving forward there will be embedded interim assessments and time to re-teach in instructional unit plans. Teachers will have time to look closely at students' work and make adjustments instruction utilizing the TRU Math small group instructional model.

% of Students Making Sufficient Annual Progress on ACCESS

This metric is not consistently included on the School Quality Rating.

56.60 (Blank) 55.00 0.00 0.00

Average Daily Attendance Rate

Hampton School plans for incremental positive change with attendance trends. Though we face challenges in attendance for the following reasons:

- * Families taking extended vacations at Winter Break to leave the country
- * STLS families who enroll and then leave the school without notifying the school often leaving the district
- * Students who have long term illness resulting in frequent or extended hospitalization.

Strategies that are working to improve daily attendance. Recognizing students who come to school daily and on time with shout outs, field trip, dances, extra recess and several incentives. Also, instituting school-wide attendance challenges where 100% attendance wins the entire class a prize (out of uniform day, snack party or free recess.

94.80 94.20 96.00 94.90 95.50

My Voice, My School 5 Essentials Survey

Organized in 2018 - 2019 moving to Organized by moving two metrics from neutral to organized

(Blank) (Blank) (Blank) (Blank) (Blank)

Custom metrics

0 of 0 complete

| 2016-2017 Actual | 2017-2018 Actual | 2017-2018 SQRP Goal | 2018-2019 SQRP Goal | 2019-2020 SQRP Goal |
|------------------|------------------|---------------------|---------------------|---------------------|
| | | | | |

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Create diverse opportunities for Parent Involvement to include academic resources, personal parent development and community involvement.

Engage Parents who support their child's academic and social emotional needs.

Improved involved Families Score moves from Neutral to Organized according to the 5 Essentials Survey.

Tags:
Parent partnerships

Area(s) of focus:
4

Action step

Responsible

Timeframe

Status

Thoroughly plan events such as Open House/Parents' Night, Student Ambassador implementation and training, Parent University, STEAM Night and Technology Night. Create a yearly calendar that is specific to parent involvement and community events. The calendar will be issued at the beginning of the year.

Principal and Leadership Team

Jun 25, 2018 to Sep 1, 2018

On-Track

Parent involvement

| | | | |
|---|-----------|------------------------------|-------------|
| Conduct the Parent Advisory Council - NCLB Title I meeting in which are informed about funding and opportunities for programming. | Principal | Aug 28, 2018 to Aug 28, 2018 | Not started |
|---|-----------|------------------------------|-------------|

Pac

| | | | |
|---|--|-----------------------------|-------------|
| Identify teachers who are proficient in their instructional practices to host Parent Workshops in the areas of: * Early Literacy, Intermediate Literacy and Middle School Literacy * Foundational Mathematics Skill * Understanding the NWEA Student Progress Reports * Personalized Learning | Administration and instructional Leadership Team | Aug 1, 2018 to Jan 25, 2019 | Not started |
|---|--|-----------------------------|-------------|

Parent engagement

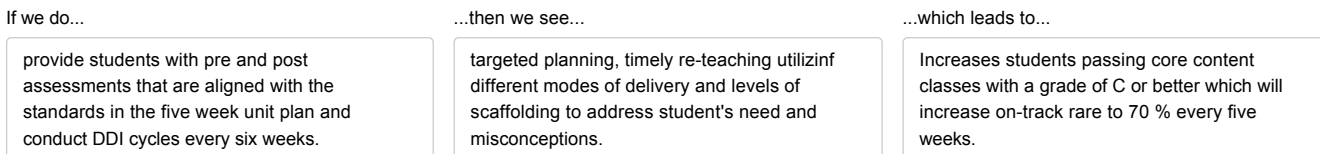
| | | | |
|--|-------------------------------|------------------------------|----------|
| Work with Community School Partnership to support Parent volunteers through training with the SWOP program. This program will train and pay parent stipend for volunteering within the school community. | Principal CSI partners (YMCA) | Jun 25, 2018 to Aug 15, 2018 | On-Track |
|--|-------------------------------|------------------------------|----------|

Parent volunteer

| | | | |
|---|--|----------------------------|----------|
| Engage parents in school community events and collaborative beautification opportunities. * painting classroom * planting days for the community garden * Supporting enrichment activities (family cooking classes) * Language classes for parents wanting to learn English and Spanish | Parent Advisory Committee, YMCA parents advisory committee, School Engineer, Principal and CSI Site coordinator. | Jun 1, 2018 to Jun 1, 2019 | On-Track |
|---|--|----------------------------|----------|

Parent engagement

Strategy 2



Tags:
Balanced grading and assessment

Area(s) of focus:
2

| Action step | Responsible | Timeframe | Status |
|---|-------------|------------------------------|-------------|
| Create content area school-wide scope and sequence for each grade level | Teachers | Jun 25, 2018 to Jun 29, 2018 | Not started |

Balanced grading and assessment

| | | | |
|---|----------|------------------------------|-------------|
| Teachers will create five week unit plans with an assessment to measure students mastery at the minimum score of 70% at the 6th week. | Teachers | Aug 20, 2018 to Jun 14, 2019 | Not started |
|---|----------|------------------------------|-------------|

Unit plans

| | | | |
|--|----------------|------------------------------|-------------|
| Create a year-long schedule for score and evaluate student work (formative assessments) and forward plan using the information from looking at student work using the DDI cycles to make informed plans for instruction. | Administration | Jun 25, 2018 to Aug 20, 2018 | Not started |
|--|----------------|------------------------------|-------------|

Looking at student work

| | | | |
|--|----------------|------------------------------|----------|
| Teachers will follow the guidelines of the grading and assessment to provide fair grading practices for students. Grade book will be monitored weekly to ensure timely communication with parents. | Administration | Aug 27, 2018 to Jun 21, 2019 | On-Track |
|--|----------------|------------------------------|----------|

Balanced grading and assessment

| | | | |
|--|--|-----------------------------|-------------|
| Personalized Classrooms will collaborate to reflect and draft a model of assigning weights and gradebook that reflect student self-pacing. The team will reach out to other school who are implementing Personalized Learning, seek best practices from the Pilot Network and consider the CPS guidelines for Balanced Assessment and Grading when drafting a grading model. | Pilot Lead, Principal, Office of personalized Learning | Jul 1, 2018 to Aug 31, 2018 | Not started |
|--|--|-----------------------------|-------------|

Personalized Learning

Strategy 3

If we do...

form professional learning communities that are data driven and results oriented.

...then we see...

teacher collaborating to plan and hold one another accountable and plan forward based on student performance results.

...which leads to...

Increase growth and attainment in literacy and math as measured by NWEA in increments of 5-10 percentile range. Increase the rating on the 5 Essentials Survey from neutral to organized (Well Organized in the area of Teacher Commitment).

Tags:

Leadership and collective responsibility

Area(s) of focus:

3

| Action step | Responsible | Timeframe | Status |
|--|----------------|-----------------------------|----------|
| Create a list of PLC (Professional Learning Communities) relevant to students learning and growth for teachers to sign-up/be assigned too, for the purpose of developing a school-wide meeting schedule. | Administration | Jun 25, 2018 to Sep 2, 2018 | On-Track |

Professional learning communities

| | | | |
|---|------------------------|------------------------------|-------------|
| Establish Leads teacher/staff for each PLC, these leads will serve as representative on the Instructional Leadership team who will meet bi-weekly to determine how their PLC work will impact instructional change. | Principal and PLC Lead | Aug 27, 2018 to Jun 28, 2019 | Not started |
|---|------------------------|------------------------------|-------------|

Instructional leadership team

| | | | |
|--|-------------------------|-----------------------------|-------------|
| Pilot Lead and Technology Coordinator will compile a list of all ED-Tech tools and creates a survey of for teachers to determine usage and training needs. Once determined reach out to ed-Tech companies to schedule professional development sessions and/or determine if there is and teacher expert on staff to provide training. | LEAP/Elevate Pilot Lead | May 1, 2018 to Jun 21, 2019 | Not started |
|--|-------------------------|-----------------------------|-------------|

Teacher leadership

Strategy 4

If we do...

small group instruction that is rooted in personalized learning, differentiation and AAI (agency, authority and identity).

...then we see...

Student-Led Learning activities based on choice, interest, and rigorous approach to learning.

...which leads to...

75% of students meeting and exceeding their learning targets on NWEA and 85% of primary students at or above benchmark on DIBELS

and TRC on EOY assessments.

Tags:
Instruction

Area(s) of focus:
1

| Action step | Responsible | Timeframe | Status |
|---|---|-----------------------------|-------------|
| Implement student conferencing to compliment small group instruction. Students conference around students personal goals (growth, work habits, social emotional). | Personalized Learning teachers (1st- 6th) | Sep 3, 2018 to Jun 21, 2019 | Not started |

Instruction priorities

| | | | |
|--|---------------------------------|-----------------------------|-------------|
| Implement Balanced Literacy with an emphasis on student conferencing within guided reading and writer's workshop. Revise the Balanced Literacy implementation plan to determine effective/fidelity of practices. | Principal and Primary Teachers. | Aug 6, 2018 to Jun 14, 2019 | Not started |
|--|---------------------------------|-----------------------------|-------------|

Balance literacy

| | | | |
|---|-----------|-----------------------------|-------------|
| Train all teachers including Exploratory teachers on gradual release of responsibility. Require all teachers include how they will incorporate Gradual Release into each lesson within a unit plan. | Principal | Aug 28, 2017 to Sep 1, 2017 | Not started |
|---|-----------|-----------------------------|-------------|

Instruction

Action Plan

Strategy 1

ON-TRACK

Thoroughly plan events such as Open House/Parents' Night, Student Ambassador implementation and training, Parent University, STEAM Night and Technology Night. Create a yearly calendar that is specific to parent involvement and community events. The calendar will be issued at the beginning of the year."

Jun 25, 2018 to Sep 01, 2018 - Principal and Leadership Team

Status history



ON-TRACK

Dec 05, 2018

Evidence

In partnership with the Southwest Organizing Project the Hampton School has started the Parent mentor program. The parents are now in classroom with teacher for 2.5 hours in the morning hours. Parents work with classrooms and service small groups within the classroom.

Parents receive a weekly parent learning workshop.

NOT STARTED

May 03, 2018

Evidence

Feedback forms and attendance sheets for Parent workshops. Agenda's and supporting documentation from planning meetings regarding these event.

NOT STARTED

Conduct the Parent Advisory Council - NCLB Title I meeting in which are informed about funding and opportunities for programming."

Aug 28, 2018 to Aug 28, 2018 - Principal

Status history



NOT STARTED

May 03, 2018

Evidence

Notice of Meeting, parent survey to schedule workshops

NOT STARTED

Identify teachers who are proficient in their instructional practices to host Parent Workshops in the areas of: * Early Literacy, Intermediate Literacy and Middle School Literacy * Foundational Mathematics Skill * Understanding the NWEA Student Progress Reports *Personalized Learning"

Aug 01, 2018 to Jan 25, 2019 - Administration and instructional Leadership Team

Status history



NOT STARTED

May 03, 2018

Evidence

Teacher application to hold workshop, workshop agenda must be submitted to be paid to hold after school workshops.

ON-TRACK

Work with Community School Partnership to support Parent volunteers through training with the SWOP program. This program will train and pay parent stipend for volunteering within the school community."

Jun 25, 2018 to Aug 15, 2018 - Principal CSI partners (YMCA)

Status history



ON-TRACK

Dec 06, 2018

Evidence

Parents have been in classrooms that have been vetted and approved by safety and security last 6 weeks

ON-TRACK

May 03, 2018

Evidence

Program dates and list, sign in sheets for the parent who attended, CPS Volunteer approval and schedule of volunteer activities within the school building.

ON-TRACK

Engage parents in school community events and collaborative beautification opportunities. * painting classroom * planting days for the community garden * Supporting enrichment activities (family cooking classes) * Language classes for parents wanting to learn English and Spanish"

Jun 01, 2018 to Jun 01, 2019 - Parent Advisory Committee, YMCA parents advisory committee, School Engineer, Principal and CSI Site coordinator.

Status history



ON-TRACK

May 03, 2018

Evidence

Event flyers and agendas, supporting financial documentation

Strategy 2

NOT STARTED

Create content area school-wide scope and sequence for each grade level"

Jun 25, 2018 to Jun 29, 2018 - Teachers

Status history



NOT STARTED

May 03, 2018
Evidence

Grade level scope and sequence for Math, Reading, Science, and Social Studies for each grade level.

NOT STARTED

Teachers will create five week unit plans with an assessment to measure students mastery at the minimum score of 70% at the 6th week."

Aug 20, 2018 to Jun 14, 2019 - Teachers

Status history



NOT STARTED

May 03, 2018
Evidence

Teacher Unit plans that show a progression of task complexity (DOK) as they relate to the standards.

NOT STARTED

Create a year-long schedule for score and evaluate student work (formative assessments) and forward plan using the information from looking at student work using the DDI cycles to make informed plans for instruction."

Jun 25, 2018 to Aug 20, 2018 - Administration

Status history



NOT STARTED

Dec 05, 2018
Evidence

NOT STARTED

May 03, 2018
Evidence

School-wide schedule for collecting and providing feedback on Unit Plans and formative assessments.

ON-TRACK

Teachers will follow the guidelines of the grading and assessment to provide fair grading practices for students. Grade book will be monitored weekly to ensure timely communication with parents."

Aug 27, 2018 to Jun 21, 2019 - Administration

Status history



ON-TRACK

Dec 06, 2018
Evidence

ON Track DDI implemented with all staff at end of 1st quarter .

Ongoing unit panning work and alignment to grade book at grade level meetings weekly

ON-TRACK

May 03, 2018
Evidence

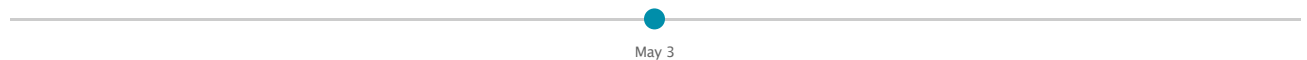
Feedback on grades and assessments to ensure communication and alignment of tasks to plans.

NOT STARTED

Personalized Classrooms will collaborate to reflect and draft a model of assigning weights and gradebook that reflect student self-pacing. The team will reach out to other school who are implementing Personalized Learning, seek best practices from the Pilot Network and consider the CPS guidelines for Balanced Assessment and Grading when drafting a grading model."

Jul 01, 2018 to Aug 31, 2018 - Pilot Lead, Principal, Office of personalized Learning

Status history



NOT STARTED

May 03, 2018
Evidence

Strategy 3

ON-TRACK

Create a list of PLC (Professional Learning Communities) relevant to students learning and growth for teachers to sign-up/be assigned too, for the purpose of developing a school-wide meeting schedule."

Jun 25, 2018 to Sep 02, 2018 - Administration

Status history



ON-TRACK

Dec 06, 2018

Evidence

Network 10 Summit Session for Humanities and STEM - Activities on cognitive demand and equitable access to content.

September 26 & 27, 2018

December 5 & 6, 2018

March 2019

NOT STARTED

May 03, 2018

Evidence

A schedule for grade level meetings and PLC meeting that depict common planning periods that are allow multi-grade teachers to meet.

NOT STARTED

Establish Leads teacher/staff for each PLC, these leads will serve as representative on the Instructional Leadership team who will meet bi-weekly to determine how their PLC work will impact instructional change."

Aug 27, 2018 to Jun 28, 2019 - Principal and PLC Lead

Status history



NOT STARTED

May 03, 2018

Evidence

-ILT Agenda's and Instructional moves to be reported in school's internal newsletter. increased teacher engagement. Move from neutral to well-organized on 5 essential survey.

NOT STARTED

Pilot Lead and Technology Coordinator will compile a list of all ED-Tech tools and creates a survey of for teachers to determine usage and training needs.

Once determined reach out to ed-Tech companies to schedule professional development sessions and/or determine if there is and teacher expert on staff to provide training."

May 01, 2018 to Jun 21, 2019 - LEAP/Elevate Pilot Lead

Status history



NOT STARTED

May 03, 2018

Evidence

* List of Ed-tech tools, survey to be created and completed by teachers.

Strategy 4

NOT STARTED

Implement student conferencing to compliment small group instruction. Students conference around students personal goals (growth, work habits, social emotional."

Sep 03, 2018 to Jun 21, 2019 - Personalized Learning teachers (1st- 6th)

Status history



NOT STARTED

May 03, 2018

Evidence

Students profile and student data binders.

NOT STARTED

Implement Balanced Literacy with an emphasis on student conferencing within guided reading and writer's workshop. Revise the Balanced Literacy implementation plan to determine effective/fidelity of practices."

Aug 06, 2018 to Jun 14, 2019 - Principal and Primary Teachers.

Status history



NOT STARTED

May 03, 2018

Evidence

Balance Literacy Implementation plans, guided read lesson plans

NOT STARTED

Train all teachers including Exploratory teachers on gradual release of responsibility. Require all teachers include how they will incorporate Gradual Release into each lesson within a unit plan."

Aug 28, 2017 to Sep 01, 2017 - Principal

Status history



NOT STARTED

Dec 06, 2018

Evidence

NETWORK 10 Humanities Summit

Teachers provided PD fro grade band 8th grade including ELA & LBS1 teachers developing, implementing and concluding and ARGUMENTATIVE Writing lesson to be shared with staff after PD team has gone to PD and completed implementation with students.

NOT STARTED

May 03, 2018

Evidence

PD Agenda and Unit plans

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.

5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy

Complete

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

The school will provide updates of the Parental involvement plan and policy at each Parent Advisory Council meeting. At each meeting their will be time set aside to review and update our plan. In addition, parents will be asked how they want to implement activities in the plan.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Each year the principal holds an annual meeting to disclose the Parental involvement budget. This meeting is held during the first week of the August. Parental meetings and educational sessions will take place throughout the school year. These sessions will include nutrition, computer, ESL classes and parenting classes. In addition, the school will hold Family Night events that will include parents and children. Advertisement for school meetings and events are advertised on the school's website.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

In August Hampton will hold its annual meeting for the Parent Advisory Council. The purpose of this meeting is to inform parent of the funding that is available for parent education as well as the school's curriculum and achievement expectations. Parents requests and suggestions will be recorded during Parent Advisory Council meetings and Local School Council Meetings. The record of the suggestions will then be forwarded to the Principal. The principal will outline the suggestions along with responses and a proposed timeline for action for items that require actions. Those responses will be posted on the Parent Advisory Council Board at the school as well as in the binder where LSC and PAC minutes are kept.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

PARCC reports arrive to the school in early fall these reports will be shared with the parents when they arrive at the school by sending them home with their children. In addition, Hampton School sends individual progress reports for students who participate in the MAP assessment. These progress reports are sent home with the children on a quarterly basis.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Once a year, the district required that schools send notice that parents have "The Right to Ask". Then a list is provided to the school of teachers who do not meet the High Qualified requirements for the area in which they teach. If applicable, the statements are sent home with the students to deliver to parents.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents are issued their child's NWEA Student Progress Report which discloses the child's most recent achievement level in reading and math for students in grade 3rd-8th. The scores are sent home with the final report card if they are available. In addition, parent receive and explanation of the performance bands. In addition, Hampton School will disseminate Parent Portal account information so they may closely monitor their child's academic and attendance information. Teachers will keep up to date record regarding their student's progress so that parents are aware of their child's current progress.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Hampton School hold content are Parent Workshops that are lead by content area teachers. These workshops will address early literacy, math and personalized learning strategies that parent can use at home to support their child's education. Normally, meetings are held in the morning. Hampton School will hold a combination of workshops both before and after school so that parent may attend.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Hampton School will create a yearlong calendar in conjunction with the school Parent Advisory Council and the Local School Council. This calendar will denote events, workshops that involve parents. Teachers and staff will be asked to sign up to be the on-staff facilitator of these events. We will collect exit surveys and attendance sheets for each event.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Hampton School does not have a Early Childhood program (pre-school). However, Hampton School will hold a Parent Orientation for parents whose children are entering Kindergarten to inform them what is expected academically of students this age. These workshop will familiarize parent with assessments and Benchmarks at these grade levels. Learning Days and Learning Nights will be held for parents to emphasis and educated them on their child's progress.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Hampton School send School Calendars and Newsletters related to school and parent events in both English and Spanish to accommodate parent's home language. The school's website also is accessible in both languages.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

"Our purpose is to be progressive educators that strive to teach all children through experiences based on the Common Core Standards and research based teaching strategies, by reflecting on our professional practice and by measuring outcomes through relevant student performance data.

Our goal is to provide an education that prepares our students with the skills necessary to successfully access, college and/or be career ready and to be responsible and contributing members of society."

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent teacher conferences will be officially held twice a year as designated by the district. Conferences will take place in late November and April. In addition, parents can make appointments with teachers to talk about their child's progress anytime. Hampton School will implement student-led conferences for grades 3rd -6th as these classrooms are part of the Personalized Learning Cohort.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Students receive progress report four times a year. The progress reports will be sent home with the child and sent to the address on record. In addition, the Student Report card that does not require parent pick-up will be sent home with students to notify parents of their child's progress.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Teachers are available in the morning before school starts from 7:45 -8:10 a.m. to meet with parents. In addition, teachers have four preparation s stay beyond the school day to meet with or call parents. Parent may also, contact parent through the online grade book application.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents who wish to volunteer their time beyond five hours on a weekly basis are required to complete a Volunteer Request Form. Parents may also, volunteer on an more temporary basis to support an event such as (Family Nights, Book Fairs, Parent Patrols). Parents who wish to observe their child's class must make the request in writing and allow 24-hours notice to the classroom teacher. Parent are then granted the opportunity to Shadow their child throughout the school day.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents are provided with Parent Portal Passwords that allow them to consistently monitor grades and attendance for their children. Portal Passwords are distributed to the guardian on record at Open House.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents will participate in remediation meetings that focus on the teacher, parent and student working together the get the student back on track. Parents also, are invited to work with Specialized services teams to address concerns for their children in regards to their academic and physical well-being.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students are required to set goals for improvement in regards to benchmark scores and individual class assessments. Hampton is a school that participates in PBIS which highlights positive behavior and rewards students for making the appropriate choices. In addition, students and teachers will engage in conference on a weekly basis to review their progress and set goals regard their academic, social emotional and attendance goals.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

To engage parents in supporting their children's education by informing them in curriculum and assessment cycles.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s) Description

Allocation

| | | | | |
|--------|---|----|--------|-----|
| 51130, | Teacher Presenter/ESP Extended Day | \$ | Amount | .00 |
| 52130 | For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | | | |

53405 **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.

| | | |
|----|-----|-----|
| \$ | 250 | .00 |
|----|-----|-----|

53205 **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

| | | |
|----|-----|-----|
| \$ | 450 | .00 |
|----|-----|-----|

54125 **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

| | | |
|----|------|-----|
| \$ | 2908 | .00 |
|----|------|-----|

54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

| | | |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|

<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

| | | |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|

<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

| | | |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|

<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

| | | |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|

53306 **Software**
Must be educational and for parent use only.

| | | |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|

55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

| | | |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|