Phoebe Apperson Hearst Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/28/2018	CIWP Team	Planning/Launch
03/02/2018	ILT & CIWP Team	Sharing the SEF with staff and stakeholders
02/02/2018	Hearst Staff	Review current CIWP and planning process
03/06/2018	Hearst Staff	Completion of SEF / Review current CIWP and introduce CIWP process
03/15/2018	HEARST ILT MEETING	COMPLETE SEF / SELECT PRIORITIES
03/15/2018	HEARST LSC Meeting	LSC members are debriefed on the CIWP process
03/16/2018	Principal Chat	Overview of CIWP Gather Input Complete SEF
03/23/2018	Parents / CIWP members	Parent Compact
03/21/2018	CIWP/ILT	Strategies - (Theory of Action)
03/28/2018	Parents / CIWP Members	Parent Plan
03/28/2018	CIWP/ILT	Action Steps / Strategies
04/25/2018	Parents/CIWP Member	Funds Compliance Parent Involvement
04/06/2018	Hearst Staff	Action Steps / Strategies
04/20/2018	Hearst Staff	Action Steps / Strategies

04/26/2018	Hearst Staff	Action Steps / Strategies
04/26/2018	Hearst LSC Meeting	Input Action Steps / Strategies
04/18/2018	CIWP Admin Team Meeting	Action Steps / Strategies
04/26/2018	CIWP Team	Strategies
05/03/2018	Hearst LSC Meeting	Present 2018-2020 CIWP
05/11/2018	CIWP Team	Action Steps
05/15/2018	CIWP Team	Action Steps
05/17/2018	CIWP Team	Curriculum Focus & Finalize for approval

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1 **2** 3 4

There is a clear vision and mission for Hearst that is reviewed with the stakeholders 2 times a year. The vision and mission is posted in every classroom, as well as in common areas throughout the school. Hearst's 5 Essentials level was MODERATELY ORGANIZED.
Teachers at Hearst were rated Proficient in Domain 4b and 4e. Teachers participate fully in school-based PD as well as actively seek out additional opportunities for developing professionally. Teacher leaders attend regular PD provided by the Network and teach-back at grade band meetings. Each teacher has been provided an opportunity to lead an aspect of the strategic plan through PLC presentations, ILT , PPAC,PPLC, Grant Writing, Teacher Leader, Unit planning Team, and after-school initiatives. Other teachers have requested to assume roles in the community and family aspect of Hearst culture.
This year, a PLC was formed around math practices. Each grade band took turns presenting.
The ILT is a collective group that met regularly to address continuous improvement. The ILT engaged in one cycle of inquiry around TRU Math dimensions. While the ILT's overall self-assessment level is BASIC, they are working to identify high leverage elements to develop for proficient. Having a young new staff made it difficult to engage in an action-driven agenda.
Hearst has a functioning LSC with teachers, parents, and community members. The LSC meets once a month and votes on budget issues, fundraisers for the school, and principal evaluations.
Hearst also has a functioning PAC and BAC, which meet every other month to address concerns of the parents and bilingual families, and provide workshops to parents and families.
Next steps to improve in this area would include strengthening community and parent involvement in the LSC, PAC, and BAC. We would do this by promoting these committees during family events, report card pick-ups, and the monthly newsletter. Also, stakeholders need to be identified and mentored to assume primary leadership roles in the committees.

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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 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

> This year, teacher collaboration has been a focus through the math PLC to help develop teacher capacity. Teachers took a survey and identified themselves as a cooperating group. Next year the focus will be to grow into collaboration.
>
> The Hearst ILT is a diverse but inexperienced ILT. The ILT has developed and implemented and evaluated the first Cycle of Continuous Improvement: TRU Math Dimensions. They have, in collaboration with the Assistant Principal, used GBM that have demonstrated movement in the area of Math Talks, Instructional math centers, and student engagement. Data analysis and data to instruction rituals are embedded in each ILT session. Whole School and Teacher Team/grade level Team PD is partially developed, implemented and evaluated by the ILT in conjunction with other stakeholders. The ILT conducts focused research in order to use best practices and pedagogical constructs to improve social and academic achievement. This was demonstrated in a whole school Math PD conducted by the ILT.
>
> While the ILT's overall self-assessment level is BASIC, they are working to identify high leverage elements to develop for proficient. Next steps in this area would be for the ILT to develop more autonomy through strengthening and adhering to norms and develop a system of relaying information to teachers and staff.
> NWEA data is analyzed immediately for classroom/teacher, grade level/teacher team, and school-wide performance toward identified goals. Trends have been identified through longitudinal analysis and interventions have been developed and implemented in alignment with district initiatives and school vision. Teachers are expected to differentiate their instruction based on the available data. This is reflected in Unit/lesson plans.

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

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

> 90% new Teachers need PD when new initiatives or directives are being rolled out. Ex. Balanced Assessments, Standards Based Grading, CPS Benchmark Assessments, Unit Plans or Lesson Plans Sped resource teachers need to be able to collaborate with each grade level team. Perhaps on a rotating cycle? More PD on Standards Based Instruction, Unit Plans, Lesson Plans, TRU Math, Balanced Literacy, Curriculum Mapping, CHAMPS, and any other school wide SEL initiatives. Create an if/then monitoring system after PD needs to be provided. Ex. If a teacher …. Then …. This way teachers will know exactly the type of coaching or support that will follow if PD is not understood. Follow up with PQS feedback from colleagues and administration.

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	✓ 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	✓ 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	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ 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

Attendance and Behavior incentives are organized quarterly, monthly and daily to emphasize ON-Track priority. OST for students who are struggling with growth in NWEA. Saturday programming includes TIER 2 interventions for students who have been identified as falling in the bottom 2 quintiles of NWEA reading and math. Learning has been extended to include before school ALGEBRA class. Providing additional Tiered supports through a MTSS facilitator (MS. Welchko) working with targeted groups 2-3 times per week. Outside funding comes from grants, and Donors Choose.

The interview protocol is implemented with fidelity to ensure high quality hires that lead to retention. The potential staff members are recruited through the Principal's contacts and those of the faculty. Teachers are included in the interview process as much as possible. When vacancies are present, they are filled in a timely manner. Applicants have no prior connections to our school. Interviews consist of a face -to -face interview and a demonstration of classroom lesson. We have seen a shift in the number of candidates who are interested in applying at Hearst and remaining in their positions beyond 1 year. This year Hearst is included in the Opportunities School PLC hosted by the Talent Department. Principal Chrobak is participating in PLC around Retaining and Recruiting highly qualified teachers.

Principal directed prep happens once a week, other teacher collaboration time is limited before or after school, especially across grade bands. Intervention for struggling students happens at the discretion of individual teachers. Teachers engaged in a school based PLC around building teacher capacity in Math Instruction. Teachers in grades 5-8 engaged in ongoing training and curriculum development with BullDog Solutions. POD (Peace Over Drama) was implemented to address SEL development for teachers of middle school students.
Principal reworked the master schedule to ensure 120min. uninterrupted literacy block in grades K-5. Math instructional block was also reworked to provide more consistent system and structure across grade levels.

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	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ 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 Engagment
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	
✓ 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

Curriculum:

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.

Score

1 **2** 3 4

Hearst has an established PPLC that meets monthly to address curriculum needs. The curriculum is aligned to CCSS. All teachers have the Thinking Core CCSS Blueprint, but implementation and usage is not consistent with new teachers. K-5 implement the balanced literacy using Fountas and Pinnell. A reading specialist was hired to work with K-2 teachers on a monthly basis to support guided reading. All grades use Lucy Calkins Writer's Workshop and Sadler Vocabulary. K-5 uses Words Their Way for phonics and balanced literacy. All teachers use Go Math for math curriculum. A science curriculum was purchased for the 2018 school year. To accommodate various learning styles, teachers use FrontRow math, Compass Learning and Think Cerca.

Hearst hired Participate Learning to lead the curriculum work for the 2018-2019 school year. Teachers will create PBL units designed to enhance student performance and engagement. Teachers will also create a student interested based curriculum map and a scope and sequence.

In order to improve in this area, Hearst PPLC, administration, and teachers will also collaborate to ensure the appropriate materials are selected to support a rigorous reading, science, and social studies curriculum that addresses academic needs of the students and aligns to Common Core and Century 21 Standards.

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

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

• Each teacher differentiates instruction and provides interventions to meet the needs of all students. • Teachers need to differentiate more effectively and apply interventions more consistently and to increase their repertoire of research-based strategies in both of these areas. CCSS learning objectives in the form of "What" and "Why" are posted in most classrooms however teachers often do not make students aware of the objectives before, during, and after the lesson. Students are grouped into academic abilities for guided reading and math based on data analysis. Teachers need to check for understanding more using methods such as exit slips, cold calling, and random sampling.

Hearst continues to align instructional materials with CCSS, aimed to expose our students to rigorous academic supports and increase the level of complexity at all grade levels, including EL and Diverse Learners, in Literacy and Math. This year we have placed emphasis on TRU Math Dimensions aligned with Go Math to our curriculum resources, shifting our focus to a more complex and rigorous instruction aligned to the CCSS and PARCC. Teachers have differentiated materials, such as Fountas and Pinnell leveled texts and classroom libraries including various genres. In addition to that, teachers in grades K-2 have been provided monthly coaching with Rachel Dahl. This cycle, we have added several supports to learning, including Compass Learning, ThinkCerca, Lucy Calkins' Writer's Workshop, Sadlier Phonics, Sadlier Vocabulary, RazKids, Unique Curriculum for DL's, Words Their Way, and Handwriting Without Tears.
Technology materials for instruction include three computer carts available for staff to check out, smart boards in some classrooms, some teachers have Elmo's or projectors, computers in classrooms, ipads, and listening centers.
In order to improve in this area, Hearst will continue to support teachers at all levels by budgeting for instructional materials, as long as these materials are aligned to CCSS and provide our students with a complex, rigorous and differentiated instruction that addresses the needs of all learners. Another step would be to organize existing materials to determine what is still needed and make it easily accessible to teachers.

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

Suggested Evidence	✓ 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	A3. Allocates Resources to Support Student Learning, Prioritizing Time

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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)

Score

1 **2** 3 4

> Hearst has intensified the requirements for all teachers to produce rigorous performance tasks for all students from Pre-K to 8th grade. Teachers need PD with regard to Standards-Based assessments aligned to CCSS and standardized tests. They are struggling to identify a standard and designing an assessment prior to planning instruction, based on UbD. Principal is using REACH observation data to develop teams to work on designing performance assessments aligned with Common Core Standards for their respective units.
> At Grade Band meetings, teachers are reviewing students' work (LASW), and developing high level assessments to improve students' outcomes. Assessment accommodations are consistent with student IEP's.
>
> Hearst --- What we need to improve------ have in place screening, diagnostic, formative and summative assessments to monitor student instruction to demonstrate mastery of standards aligned to the teachers UBD curricular units.
> Hearst has intensified the requirements for all teachers to produce rigorous performance tasks for all students from Pre-K to 8th grade. Teachers are developing Standards-Based assessments aligned to CCSS and standardized tests. They are identifying a standard and designing an assessment prior to planning instruction, based on UbD. Teams are working on designing performance assessments aligned with Common Core Standards for their respective units.
> Hearst School will develop teacher's capacity at this level through professional development by Dr. Kiel, DePaul University, administration, and teachers. When developing assessments, teachers will learn to examine data, as well as develop formative and summative assessments. Hearst will consider the use of CPS assessments and looks at assessment data in grade level meetings to design action plans for continuous improvement in student achievement. At Grade Band meetings, teachers will review students' work (LASW), and developing high level assessments to improve students' outcomes. Assessment accommodations need to be consistent with student IEP's.

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

Transitions, College & Career Access & Persistence:

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)

Score

1   2   **3**   4

Hearst's Mission is to prepare every student, from Pre-K to 8th Grade, for a successful academic career in high school and go on and exceed at the college level. This is our expectation.
Customarily, we have provided our students with the opportunity to visit High Schools and/or have had High School Fairs at our school for students to learn about the opportunities and ways to be successful at the High School Level. To increase the level of awareness for all of our students, we have shifted our focus to Hearst three essentials: Collaboration, Learning and Results. Teachers, at all grade levels, COLLABORATE to identify skills in the NWEA performance test that students need to know to achieve a level of meets or exceeds and get them ready for ACT college scores. We have included parents, teachers, Admin and all ancillary staff in an effort to make college readiness and awareness our common language.

Our students and staff are active LEARNERS. NWEA MAP Learning Continuums are used at each grade level to focus learning on each student's individual skill levels. Students have taken ownership of setting academic goals and have been skilled to monitor their own progress. Students are using Chrome books to practice skills aligned to their level using ThinkCERCA and Compass Learning. Teachers are using curriculum mapping and developing rigorous assessments to enhance the level of learning of our students. Our school offers 8th grade algebra with opportunity for high school credit for our high-achieving math students. The counselor assists all 7th and 8th graders in the high school application process and encourages all students to apply for magnet program high schools. We have established relationships with our feeder schools to work with our incoming freshman and provide the social/emotional and academic support to our 8th graders. All of these efforts have a goal in mind: To obtain better academic RESULTS and prepare our students for high school and college readiness.

We will continue to foster college and career awareness. Our goal is to expand our partnerships with various colleges and universities to expose our students to college life and opportunities and offer workshops for parents. Another component would be to increase enrollment in existing high-school courses offered here, such as Algebra. We believe that if we expose our children at an early age to these opportunities and we engage them in a high quality and rigorous instruction, they will be better equipped to succeed at the college level when they graduate from high school.

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

Expectations for depth & breadth of Quality Teaching

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

Although there has been high teacher turnover at Hearst (90%), teachers are working towards improvement. Hearst is developing teacher capacity through CCSS PA/Unit development, CLOSE Reading, Text Complexity, Teach Like a Champion, Rigorous Reading, Lucy Calkins (Writer's Workshop), argumentative writing using ThinkCerca, and differentiation using MAP data and Learning Continuum.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	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	
✓ 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	

CPS SCHOOL EXCELLENCE FRAMEWORK   18

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

Hearst teachers use the same grading scale, categories, and percentages. We have also adapted a no zero policy, in which a zero will result in a 50%. Teachers also input at least ten grades, per subject, per quarter. Grades are also aligned to CCSS in gradebook. Both report card pick ups each year provide parents with an opportunity to create a parent portal log-in, as well as instruction on using the parent portal. Students are also taught how to check grades in technology class. Teachers are also entering comments, books read, and failures for report cards. Updated NWEA data walls are created after NWEA assessments and goal doors are created. The "What" and "Why" is also posted in every classroom. Standards based bulletin boards are now implemented. There is school-wide approach for screening and administering assessments to identify students in need of academic intervention, however only one teacher is running MTSS, which makes it challenging to service all students. SES after school programs are provided for students that qualify.

Teachers have NOT received professional development and coaching on creating performance assessments and performance tasks. NOT all teachers now submit a performance assessment and rubric along with each unit, every quarter. NOT all assessments are modified or created to match EL and diverse learner needs. Primary teachers adhere to network policy of BAS assessment and progress monitoring. There are more standardized assessments in the primary grades than in intermediate and middle grades. There is not a standardized way of assessing reading levels throughout the year. There is not a formal way of testing Spanish proficiency.

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

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

A system has been implemented at Hearst but there is room for improvement. Universal instruction in the academic core curriculum is provided to all students, however, Tier 2 SEL support is not provided to all students consistently. NOT all teachers have been trained in CHAMPS and Bulldog Solutions to provide SEL support at the Tier 1 Level. Implementation of the Mind-Up curriculum is not consistent across grade levels. A Peace Over Drama program has been implemented in grades 5-8. Tier 2 is implemented in all classrooms in some way, but consistent progress monitoring is an area of need. Additionally, not all teachers are implementing Tier 2 support in math or SEL. The ILT monitors on-track data but this information is not clearly communicated to respective grade-bands. Algebra course credits are offered in grades 7-8. After school tutoring has begun for students at risk of failure. A Saturday program is also offered for grades 3-5 to help improve students' knowledge at their specific RiT Bands. Grades 3-5 have also started a walking RiT Band program for an hour a day in reading and math. The MPG checklist has been introduced to the primary grades and first grade is currently using it to progress monitor students.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

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 school-wide vision of high expectations was messaged as: 55%Meet/ Exceeds. This is a focus for all teachers. The shift to NWEA criteria re SQRP will shift the message to 50% career and college readiness on NWEA as a benchmark.We need more resources to show students other environments. Currently, Hearst students do not have opportunities to visit college settings and environments. There is an inconsistency between classroom teacher preparation within grades. We have no voice for the students, (i.e) student government. Our school had a High School Fair.
> A culture of learning is apparent at Hearst. Students create SMART goals in math and ELA, based on NWEA RIT scores. Teachers display data walls within each classroom. Every spring, an assembly is held to get students excited about NWEA and students are presented with awards for growth and attainment. Bulletin boards reflect exemplar work and display activities that connect to CCSS following the network guidelines. Lesson Plans, Unit Plans, Focus Boards are posted in all classrooms. The school held math nights for parents and families. Staff volunteer for after-school clubs, tutoring, Algebra class, as well as the Saturday School. Students are beginning to self-assess their work using student friendly rubrics. Teachers regularly attend PD to improve their craft. During teacher evaluations, Domain 2 (classroom environment) has consistently been a school-wide strength.
> The ILT provides peer observations in order to improve powerful practices which shows that there is trust and collaboration among teachers. Teachers have a growth mindset that is consistently messaged to students.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - 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	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
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	
✓ 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/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

Score

1   2   **3**   4

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.

Veteran teachers use CHAMPS as a positive behavior intervention, which builds trust between students and teachers. Teachers are encouraged to use a 3:1 positive-negative approach. Teachers walk students in and out of school at arrival and dismissal as well as to and from recess and lunch. Students with high SEL/Tier 3 students needs can be paired with a mentor teacher for check-in-check-out. Eighth-grade students assist with afterschool safety patrol. 8th-grade school students are paired with 1st-grade students as reading buddies. Whenever possible, IEPs are written with inclusion minutes instead of pull-out minutes and activities are designed with the UDL framework. Every month the school celebrates a positive character trait and students are rewarded with treasure tower tokens when they are "caught" displaying those positive qualities. This builds trust between students and staff as well and among peers. The School 5 Essentials Survey indicated a growth of student-teacher trust from 26% in 2014 to 90% in 2017. The teacher to teacher collaboration grew from 61% to 83% and then fell to 62% and in 2017 fell to 21%.
This aspect of Hearst Culture is developing and continues to be a focus of improvement. There are many relationships between faculty and staff and students that are very positive and nurturing. We have several volunteers that have fostered appropriate relationships with students. We have several parent workers that have fostered positive relationships with students. However, there are some teachers, parent workers, and volunteers that will need to adjust the nature of their interaction to develop a more positive "role model" relationship with the students. This will be directly addressed at the beginning of the year professional development related to culture. This year we are implementing restorative skill-building activities for students rather than punitive consequences. SpEd students were encouraged to participate in the spelling bee. One diverse learner was a finalist in the Bee. This year, sped. students are attending specials class with their peers outside of the cluster program. There are inconsistent responses to disrespectful behavior by some teachers, parent workers, and faculty. Students received bilingual services on a consistent basis as well as for after-school tutoring. These interactions are critical, especially for newcomers.

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

Student Voice, Engagement, & Civic Life:

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.

Score

1   2   **3**   4

The 2016-2017 was the last year for several grants, such as; Out of School Time (OST), girls basketball teams, girls and boys soccer teams and cheerleading squad. In 2018-2018, boys basketball, Ravinia music appreciation, and dance team were offered to students. Veteran teachers are teaching unit and lesson plans with student interests and academic needs in mind. Saturday Academic Workshop (SAW) has been developed for students in grades 2-5. After school tutoring is offered to ESL students. Students are involved in Halloween parade, Winter Showcase, Black History Month Assembly, Math Night, NWEA Pep Rally, Earth Day celebrations, the school garden, a fashion show, field day, and Hearst Walk-A-Thon. Middle school students have organized quarterly incentive dances. Students take the My School, My Voice Survey in computer class. Students and teachers work together to set academic goals using NWEA data. Eighth grade has a promotion celebration field trip. Hearst has embarked on a 5-year process to become a Leader in Me School. Through this process, the Hearst students and staff will use the 7 Habits of Highly Effective People to reinforce that our schools should not merely be focused on improving test scores but should provide opportunities for students to develop their full potential. The Leader in Me will foster the development and paradigm shift to building leadership capacity in every child.
Leadership
Responsibility
Accountability
Problem Solving
Adaptability
Communication
Initiative and Self-Direction
Creativity
Cross-Cultural Skills
Teamwork

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	• MVMS 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 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS 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

Emergency procedures have been established at Hearst and regular drills are practiced. Every room has standardized emergency procedures posted. We have an established safety and security team that have weekly administration meetings. The 5 Essentials Survey showed an increase from over the past 4 years, Hearst went from 29% to 86% on safety performance. Hearst has two security guards.

Parents worked together with the LSC to acquire a stop sign on 47th street and we have an established crossing guard for morning arrival and afternoon dismissal. There are bus procedures for students who ride the bus and a safety patrol team to assist them.

ALL teachers have functioning locks on their classroom doors and all teachers have key-cards to enter the building. The building has regular open hours and teachers have to sign in if they stay after hours. There is always administration and security in the building even during after school. There are interior and exterior cameras to assist the security guards in their duties of monitoring the school. There is an established protocol for visitors to ensure that security is aware of everyone entering the building. Teachers are using CHAMPS expectations for safe transitions and all teachers post classroom rules and expectations. There are several school-wide incentive programs at Hearst to encourage positive behavior such as the treasure tower token program and the peaceful warrior program.
90% of the students who responded to the 5 Essentials survey said they feel safe at Hearst.

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	✓ MVMS 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	✓ 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/sel)	

Restorative Approaches to Discipline:

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.

Score

1 **2** 3 4

CHAMPS is used by some of the staff. Most new staff were trained. Next year the whole school will implement CHAMPS together. Weekly POD groups for 5-8th graders is no longer offered at Hearst. Partnership with Bulldogs Solutions provided sessions three times this year at Hearst. Most teachers who benefited from ongoing PD from Bulldog Solutions no longer teach at Hearst. An SEL Team is being established and will engage in the Problem ID Process. School counselor received training on Peace Circles. Treasure tower tokens for primary grades for modeling expected behavior. Classroom expectations posters in each classroom. Character traits highlighted each month. Lesson plans required to reflect SEL standards. MTSS team is no longer established, but will become active again next year. They will focus on SEl and academics. CHAMPS expectations explicitly taught for the first 30 days. Teachers will create a mini-PBL CHAMPS unit. Students will teach each other the CHAMPS expectations. Staff and students will revisit this after school breaks. Check in/check out a system with students available and implemented with school counselor. Teachers contact parents to celebrate through phone calls, home journals or other means to inform and celebrate positive student behavior and progress. Many teachers use Class Dojo to celebrate student achievements. Informal teacher collected data and teacher observations used to determine behaviors that should be taught or reinforced.

Out of school suspensions have decreased in frequency and duration in the past year. Instead, the school uses more in school suspensions and parent conferences. Students with patterns of misbehavior are being referred for social services and data is collected for behavior plans instead of punitive punishments.

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) ✓ 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:

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,

Score

1   2   **3**   4

instructional programs and community partnerships. Research shows that when families, schools and communities partner in 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.

Parent newsletters and calendars are sent monthly. The principal held one monthly parent chat but will hold more that are focused on grade bands next year. Attendance is monitored closely by teachers and administration, with phone calls and conferences. We host holiday showcase and potluck dinners. spelling bee, fundraisers- walkathon, and math night. Diverse Learners cluster classroom support sessions planned. Hearst has an established BAC and PAC. The BAC holds meetings every other month and offers educational workshops. The PAC meets every month and also offer educational workshops for parents. Parent volunteers for field trips and field day. School agendas are used to communicate between school and house as well as class dojo. All teachers walk their classrooms out to parents each day giving them an opportunity to speak with them when necessary. Established school website and parent portal with training provided during parent conferences. Communication is provided in English and Spanish and bilingual office assistant and classroom assistants are available for translation during conferences and IEP meetings. Standards are incorporated in gradebook in connection to an assignment so parents can better understand students' progress towards meeting the standard. On/off track agreements are established for students following off with requirement plan and parent signature. Progress is monitored weekly. Parents of students in benchmark grades are given promotion policy at conferences. Parents are given a parent handbook and discipline code in multiple languages. Teachers send home welcome letters and school supply lists at the beginning of the year. Parents were offered in technology and English workshop was due to lack of parent involvement. Our report card pickup is STRONG. The field day coordinator involved parent volunteers in field day. According to the 5 Essentials Survey parent involvement is up from 50% to 56% in 2017. Parent influence on decision making has decreased from 52% to 43%.

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	**1** 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
2	Culture of & Structure for Continuous Improvement: Professional Learning	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 Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Student Learning: Curriculum	1 **2** 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 **3** 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	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 Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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: Parent and Family Partnership	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: Safety & Order	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	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					

While we saw an increase in the National School Growth percentile for reading from the 2015-2016 to the 2016-2017 school year, Hearst teachers will move forward with growth by reflecting on student NWEA Reading RIT scores and differentiating student work, through a more individualized approach. Twice per week, the students will be provided differentiated, RIT band instruction, based on their placement on the learning continuum. Teachers will also continue to use the computer programs, ThinkCerca and Compass Learning, across grade levels, to meet and target the individual reading needs of each student. Along with an individualized approach, the teachers will continue to create units and performance assessment that provide students with rigorous, CCSS instruction. Hearst will continue to provide after school and Saturday enrichment programs to support struggling students in reading.

| 73.00 | 86.00 | 60.00 | 60.00 | 70.00 |

National School Growth Percentile - Math

Hearst achieved adequate gains in math growth in the past year. In 2015-2016, the school was at the 15th percentile but students scored in the 75th percentile in the 2016-2017 school year. Hearst teachers will continue to move forward with growth with their new math curriculum that is standardized across all grade levels, from kindergarten to 8th grade. Teachers will also continue to use compass learning and small group instruction at least twice per week to help target students at their RiT Band level. Hearst will continue to use RiT Bands to group students for targeted math instruction and this program will be expanded to all grade levels.

| 87.00 | 88.00 | 60.00 | 60.00 | 70.00 |

% of Students Meeting/Exceeding National Ave Growth Norms

The percentage of students meeting and exceeding national growth norms in 2017 grew to 65.7 %. In 2016 our percentage was 61.8%. Teachers will continue to see growth in this are by analyzing their NWEA Reading and Math data, differentiating lessons using the learning continuum, and lastly teaching RIT band instruction in both reading and math daily to focus on the area of needs for the students. Teachers will use supplemental programs such as ThinkCERCA, Compass Learning, and Reading A-Z. We will build our MTSS program to help close the attainment gap.

| 61.80 | 65.70 | 50.00 | 50.00 | 60.00 |

African-American Growth Percentile - Reading

Our average of African American students making growth in reading increased by 28% percent in spring, 2017. From this results, we know that we have to evaluate our level of rigor in the curriculum so that it mirrors the level of complexity in NEWA and CCSS. Hearst has taken necessary action steps to address areas of improvement. Teachers are targeting specific skills through RIT band instruction aligned with student's goals. Students below grade level have been identified and are being progress monitored through MTSS. We have implemented a Saturday Academic Warriors program for grades 3rd -5th where students spend one hour in reading and one hour in math using Compass Learning. During school hours, students in this ethnic group receive additional academic support in reading and math in a classroom. Hearts continuous to develop teacher capacity through professional development, close reading text, writing workshops and differentiation using NWEA data and student's work. Teachers review data periodically to assess student's progress and modify instruction and assessments. We have developed a scope and sequence, modified our curriculum and we are currently solidifying our stand-based assessments. The most recent data shows an upward improvement in reading growth for African-American students.

| 60.00 | 88.00 | 60.00 | 40.00 | 50.00 |

Hispanic Growth Percentile - Reading

The number of Hispanic students making the NWEA reading growth percentile decreased by 8% in spring of 2017. Our goal for spring of 2018 is 85%. We attribute the recent decrease in scores to various variables including the necessity to solidify our curriculum and instruction, and improve our performance assessments. While our percentage of Hispanic students who did not make the expected growth increase, we are encouraged by the fact that our current data shows an upward movement for this ethic group. Teachers are targeting specific skills through RIT band instruction aligned with student's goals. Students below grade level have been identified and are being progress monitored through MTSS. We have implemented a Saturday Academic Warriors program for grades 3rd -5th where students spend one hour in reading using Compass Learning. During school hours, students in this ethnic group receive additional academic support in reading in a classroom. Hearts continuous to develop teacher capacity through professional development. Teachers are attending CCSS reading training through Network 10 PD and are differentiating using NWEA data and student's work. Teachers review data periodically to assess student's progress and modify instruction and assessments. We have developed a scope and sequence, modified our curriculum and we are currently solidifying our stand-based assessments. We currently have a bilingual lead teacher who works collaboratively with staff to support the needs of all of our Hispanic / ELL population. Looking at the upward trend in the data for Hispanic students, we are confident that our Hispanics will reach the expected growth in NWEA in spring of 2018.	90.00	82.00	60.00	70.00	80.00

English Learner Growth Percentile - Reading

DNA	*(Blank)*	*(Blank)*	60.00	60.00	70.00

Diverse Learner Growth Percentile - Reading

DNA	*(Blank)*	*(Blank)*	70.00	25.00	40.00

African-American Growth Percentile - Math

Our African-American students reached a 68% increase in math growth from spring 2016-to-spring 2017. This is the result of intensive focus in math curriculum and targeted skills. This year, we have adopted a new focus around TRU Math Dimensions using an action plan that is aligned with CCSS and targeted skills in the NWEA test. Students below grade level have been identified and are being progress monitored through MTSS. We have implemented a Saturday Academic Warriors program for grades 3rd -5th where students spend one hour in reading and one hour in math using Compass Learning. During school hours, students in this ethnic group receive additional academic support in math in a classroom. Hearst continues to develop teacher capacity through professional development. Teacher are receiving CCSS training in math through Network 10. We have developed a scope and sequence, modified our curriculum and we are currently solidifying our stand-based assessments. We continue to identify students below grade level and target specific math skills for growth. The most recent data shows a noticeable upward improvement in math for African – American students. If we continue to implement established strategies and programs in our school, our students will reach targeted goal for spring of 2018.	82.00	68.00	60.00	40.00	50.00

Hispanic Growth Percentile - Math

Our Hispanic students reaching math growth from spring 2016-to-spring 2017 increase by 6%. . This is the result of intensive focus in math curriculum and targeted skills. This year, we have adopted a new mathfocus around TRU Math Dimensions using an action plan aligned with CCSS and targeted skills in the NWEA test. Students below grade level have been identified and are being progress monitored through MTSS. We have implemented a Saturday Academic Warriors program for grades 3rd -5th where students spend one hour in math using Compass Learning. During school hours, students in this ethnic group receive additional academic support in math in a classroom. Hearst continues to develop teacher capacity through professional development. Teacher are receiving CCSS training in math through Network 10. We have developed a scope and sequence, modified our curriculum and we are currently solidifying our standard-based assessments. We continue to identify students below grade level and target specific math skills for growth. The most recent data shows a noticeable upward improvement in math for Hispanics students. If we continue to implement established strategies and programs in our school, our students will reach our target goal for spring of 2018.	92.00	98.00	60.00	70.00	80.00

English Learner Growth Percentile - Math

DNA	(Blank)	(Blank)	75.00	60.00	70.00

Diverse Learner Growth Percentile - Math

DNA	(Blank)	(Blank)	75.00	25.00	40.00

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

Hearst moved from the 22th percentile to 45th percentile. Teachers in the 3-5 grade band and the 6-8 grade band develop vertically aligned curriculum with the resources that are currently provided. Teachers will work with students to develop SMART goals to reach attainment so that students can take ownership of their learning and progress. Teachers will differentiate instruction based on RiT scores and utilize compass learning and ThinkCERCA to provide individualized instruction.	22.00	45.00	60.00	40.00	50.00

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

Hearst moved from the 29th percentile to 49th percentile. Teachers will implement our new Go Math curriculum with fidelity while emphasizing the TRU MATH Dimensions. Teachers will work with students to develop SMART goals to reach attainment so that students can take ownership of their learning and progress. Teachers will differentiate instruction based on RiT scores and utilize compass learning to provide individualized instruction.	29.00	49.00	60.00	40.00	50.00

National School Attainment Percentile - Reading (Grade 2)

Reading attainment for second grade was better than 29% of schools nationally. The teacher will continue to implement small group differentiated instruction. Groups are broken up by RIT bands and the learning continuum is used to target specific skills. Teacher uses Fountas & Pinnell Leveled Literacy Intervention (LLI) program to target students that are below 50th percentile. The teacher will use Compass Learning and Reading A-Z to provide targeted independent instruction for students. The teacher will implement a progress monitoring system through Reading A-Z Program, Words Their Way, and MPG Skills Checklist. Saturday Academic Fitness is now being extended to include second graders, who will use the Compass Learning program to target specific reading skills	26.00	29.00	35.00	20.00	40.00

National School Attainment Percentile - Math (Grade 2)

Math attainment for second grade was better than 30% of schools nationally. Students are currently using the math curriculum "Go Math", in which lessons are aligned to Common Core. Teacher works with small groups to differentiate toward students' individual skill levels. Teacher will be using MPG Skills Checklist and Compass Learning to progress monitor for math skills. Saturday Academic Fitness is now being extended to include second graders, who will use the Compass Learning program to target specific math skills.	48.00	30.00	50.00	20.00	40.00

% of Students Making Sufficient Annual Progress on ACCESS

The year before last we increased the percentage of students making progress by 26 percentage points. We are on track to increase the number of students making progress to 50% through our English Language services. Our bilingual coordinator will work with teachers to provide pull-out support and in-class differentiation. There are six teachers who are already certified to teach English Learners and one teacher is currently taking courses to obtain their ESL certification.	58.90	(Blank)	60.00	65.00	70.00

Average Daily Attendance Rate

Over the last 3 years we have had a 2 percentage point increase in attendance each year. This year we are on track to achieve 95.7% attendance and we are on pace to reach 96.1% because the school has established a culture of attending school every day, on time through many incentive programs. Over the next 2 years we want to maintain an average of 96% or above.	96.10	95.90	96.75	96.00	96.50

My Voice, My School 5 Essentials Survey

Hearst's status was Moderately Organized for 2017 My Voice, My School survey. In 2016, we were at Organized, therefore, we netted a drop in the last school year. Areas of focus for the 5 essentials are and ratings from 2017: Effective Leaders (WEAK, Collaborative Teachers (VERY WEAK), Supportive Environment (VERY STRONG), Involved Families (NEUTRAL), and Ambitious Instruction (STRONG). Parents, staff, and the community will work together to raise our score. Staff will make parents and community members feel welcome and continue to communicate with them as to important issues going on in the school. Teachers will communicate with parents as to their child's progress and what measures need to be taken to help them grow in certain areas. Staff will ensure parents that their child is safe at school, they feel welcomed, accepted, and emotional needs are being met. Lastly, cleanliness and qualities of the facilities at the school will be monitored by the administration and the school engineer.

| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics

1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
None to Add at this time					
DNA	10.00	10.00	10.00	10.00	10.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If the teachers at Hearst collaborate to determine the ILT's roles, responsibilities, purpose, mission, and vision in a way that is meaningful to them	then we will see greater teacher enthusiasm, buy-in, engagement and participation using cycles of inquiry to improve student learning outcomes through data collection and analysis leading to shared research-based instructional decisions	which leads to meaningful instructional practices addressing the diverse academic and social-emotional needs of students so that students reach their academic goals and gain social-emotional intelligence, teachers REACH evaluations become proficient and distinguished, and the schools 5-Essentials ratings improve in the areas of Effective Leadership, Collaborative Teachers, and Ambitious Instruction.

Tags:
ILT

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Conduct an informational meeting on the roles & responsibilities of the ILT. Have Grade Bands collaborate to determine who will best represent their team on the ILT. Create needs & wants from members on the ILT as a contract agreement. & commitment.	ADMIN	Jun 4, 2018 to Jun 22, 2018	Not started

ILT, Distributed leadership

ILT Members will assign roles and responsibilities	ILT Members	Jul 2, 2018 to Jul 27, 2018	Not started
Create the ILT Calendar for 2018-2019	ILT	Jul 2, 2018 to Jul 27, 2018	Not started

Meetings

ILT members will create systems that include scheduling as well as facilitation of the meetings as a guide to conducting effective ILT meetings.	ILT	Jul 2, 2018 to Jun 24, 2019	Not started

Agenda, Facilitators

ILT will lead the on-going Cycle of Inquiry (COI) as a basis for improvement.	ILT	Sep 4, 2018 to Jun 21, 2019	Not started

Cycle of inquiry

ILT will support teacher learning during learning walk and DDI cycles.	ILT	Oct 12, 2018 to Jun 21, 2019	Not started

Student work protocol, Learning walks, Analysis of data

Monitor instructional practices through timely and relevant data/evidence sources. Gather and use current and local student, school, data to review and revise school and classroom practices.	ILT	Oct 15, 2018 to Jul 22, 2019	Not started

Instruction

Organize the team around a common understanding of team's purpose, CIWP, and instructional priorities.	ILT	Jun 15, 2018 to Aug 31, 2018	Not started

ILT, Purpose

Engage in team-building exercises and personality tests to understand the personalities and work styles of team.	ILT	Jun 15, 2018 to Aug 10, 2018	Not started

Team building

Enact research-based practices learned through reading leadership articles to build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.	ILT	Jun 11, 2018 to Jun 24, 2019	Not started

Research based practices

Lead work on identifying student learning problems through analyzing NWEA data, BAS, and DDI Cycles	ILT, Teachers	Jul 2, 2018 to Jul 27, 2018	Not started

Balanced literacy, Data driven instruction, Data cycle, Tru math

ILT will develop the Unit Plan Implementation Cycle.	ILT, Teachers	Sep 13, 2018 to Jun 21, 2019	Not started

Unit plan

ILT will provide feedback using the unit plan rubric for colleagues unit plans. The ALC all work on cognitive demand concepts that we learn at the summit and then transfer the learning whole school.	ILT, Teachers	Sep 20, 2018 to Jun 21, 2019	Not started

Collaborative feedback, Ubd units

ILT will engage in learning walks with their assigned colleagues to provide feedback on unit plan.	ILT ,Teachers	Sep 14, 2018 to Jun 21, 2019	Not started

Learning walks, Collaborative feedback

Action step	Responsible	Timeframe	Status
Engage in active learning activities to develop ILT's ability to support teachers in developing complex learning tasks aligned to CCSS.	ILT, Teachers	Jan 7, 2019 to Jun 3, 2019	Not started

Formative assessment, Ccss literacy, Ccss math

Design tasks in all subject areas that are framed in ways that promote students with meaningful opportunities for learning and the support their growth through active engagement with the content.	(Blank)	select	Not started

Cognitive demand

Strategy 2

If we do...	...then we see...	...which leads to...
If the SEL team creates a shared vision and understanding of the restorative discipline approach and designs a school-wide SEL system and structure that targets the behavior and social-emotional needs of all students, that aligns to the vision and mission of the school	then we will see students engaging in various levels of support through the SEL structure, students taking ownership of their actions, and improved relationships between students, teachers, and parents	which leads to an overall improvement in the culture and climate of the school as well as a decrease in discipline referrals and misconduct reports as measured by 1. Pre, interim, and post student focus groups, 2. Student bullying surveys 3. Student "Choices and Consequences" reflection surveys and 4. Student Logger entries.

Tags:
Restorative practices

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Cultivate a SEL Team that will develop expertise in SEL and strategies that support the social and emotional growth of all students, staff, and parents; communicate information related to school-wide SEL to all stake holders; and engaging and partnering with the school community to fully implement school-wide SEL.	SEL Team	May 1, 2018 to Jun 1, 2018	On-Track

Sel team

Conduct Survey for teachers to respond to Restorative Discipline Questions that will guide the SEL team	SEL Team	May 10, 2018 to May 21, 2018	On-Track

Staff surveys

Allot funding for PBIS Incentives to be purchased	Administration	May 25, 2018 to Jun 1, 2018	Not started

Pbis

Review student Discipline Referrals and Categorize them to determine responses and levels of support for next year.	SEL Team & Admin.	May 28, 2018 to Jun 15, 2018	Not started
Outline a procedural flow chart of resources and behavioral supports to address students' social-emotional and behavioral needs.	SEL Team	Jun 18, 2018 to Aug 24, 2018	Not started
SEL Team, teachers and staff will keep a monitoring/tracker tool to collect data sources progress monitor the consistency and effectiveness of systems and programs. The SEL Team will review quarterly and make adjustments and suggestions.	SEL Team Teachers Staff	Jul 2, 2018 to Aug 24, 2018	Not started

Monitoring tools

For the Beginning of the year professional development, SEL team will roll out Behavior Flowchart with the entire staff. Any questions, comments, or concerns will be addressed	SEL Team	Aug 1, 2018 to Aug 31, 2018	Not started

SEL, Professional development, Professional developem

Establish a SEL professional learning calendar for all stakeholders to learn, collaborate, and model.	SEL Team	Jul 2, 2018 to Jun 24, 2019	Not started

Professional Learning

Create a SEL/re-focus room to address disciplinary interventions school-wide. Will also be used for PBIS store.	Counselor	Jul 2, 2018 to Jun 24, 2019	Not started

Restorative discipline

Establish Tier 2 & 3 supports and create a schedule that includes the location, time, and staff members that will implement each system.`	Counselor & SEL Team	Jun 18, 2018 to Jun 24, 2019	Not started

MTSS

Create a school wide incentive plan that includes rewards, field trips, and various activities.	SEL Team	Jul 2, 2018 to Sep 28, 2018	On-Track

Pbis

Align SEL Criteria and Leader In Me Expectations	SEL Team and Lighthouse Team	Jun 11, 2018 to Aug 24, 2018	Not started

CHAMPS expectations explicitly taught for the first 2 weeks of the school year and after school breaks. Every staff member will enforce and model champs	SEL team	Aug 27, 2018 to Jun 24, 2019	Not started

Champs

Character traits highlighted each month. Unit Plans required to reflect SEL standards.	SEL Team	Sep 3, 2018 to Jun 24, 2019	On-Track

Character traits

Learning Walks around classrooms to look for evidence of restorative practice.	ILT & SEL Team	Oct 8, 2018 to Jun 17, 2019	Not started

Data analysis, Cycle of learning

Teachers will participate in a PLC Book Talk using an Anchor Text.	SEL Team & PLC	Oct 1, 2018 to Jan 1, 2019	Not started

Plc

Strategy 3

If we do...	...then we see...	...which leads to...
If teachers collaborate to create school-wide curriculum maps and build their capacity to design project-based units that are aligned to	vertically aligned curriculum maps and project-based units that teachers facilitate with fidelity	increased student engagement and improved academic achievement and emotional intelligence as measured by 1. Pre, interim, and

Common Core, SEL, NGSS, and 21st Century
Standards that are relevant to the lives of
students and employ instructional practices that
promote student identify and agency

post student engagement surveys 2. NWEA
Reading and Math Growth and Attainment
Scores 3. Pre, interim, and post student focus
group feedback 4. 5-Essentials "Ambitious
Instruction" ratings

Tags:
21st century skills, Student engagement, Curriculum maps, Scope and sequence, Collaboration, Project based learning, Academic acheivement, Agency, Common core standards

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Share ILT's findings of why curriculum is a priority	ILT	Jun 7, 2018 to Aug 31, 2018	Not started

Shared leadership, Instruction priorities, Shared vision

Teachers will deepen their knowledge of students by conducting survey's to students to determine the strengths, needs, interests, talents, and vision for their community/ world interests. This information will provide data to teachers in designing curriculum.	Teachers	May 21, 2018 to Jun 15, 2018	On-Track

Student engagement, Student interest

Teachers will participate in a purpose and relevance building PD. "Outside Consultant, Participate" will facilitate a ½ day in-person workshop to build foundation and set up teachers to do some meaningful prep work over the summer. Teachers will unpack data about student interests, determine vision for students, vision for classroom to prepare students. Determine what's standing in the way of that vision. Brainstorm project ideas & Begin to Map to scope/ sequence	Participate & Staff	Jun 21, 2018 to Jun 21, 2018	On-Track

Vision, Student interest, Scope & sequence

Participate will facilitate a 4-day in-person design workshop to support teachers in designing a full unit while learning the Backward Design process.	Participate & Whole Staff	Aug 21, 2018 to Aug 24, 2018	On-Track

Backward design

Teacher Leaders will participate in 8 hours of virtual capacity building to train other teachers.	Participate & Teacher Leaders	Aug 1, 2018 to Aug 1, 2018	Not started

Teacher capacity, Teacher leaders

Teachers will use the backwards design process to create a project-based unit.	Participate & Teachers	Jun 21, 2018 to Jun 22, 2020	On-Track

Project based learning

Teachers will upload products as well as have access to online resources and tools on one central platform	Participate & Teachers	Aug 31, 2018 to Jun 22, 2020	On-Track

Resources

Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.	Teachers	Aug 27, 2018 to Jun 22, 2020	Not started

Scope and sequence, Alignment

Create relevant big idea curriculum maps that are relevant by integrating student interests into academic learning.	Participate and Teachers	Jun 21, 2018 to Aug 31, 2018	Not started

Curriculum map, Vertical alignment

Align essential understandings of the quarter/of the year per grade level in one central location	Participate and Teachers	Aug 31, 2018 to Jun 22, 2020	Not started

Backwards design, Essential understandings, Essential questions

Include Integration of field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.	Hearst Teachers and Partnerships	Aug 31, 2018 to Jun 22, 2020	Not started

Community based learning, College and career

Determine grade-appropriate levels of text in all genres (digital and print) to align to the curriculum maps	Hearst Teachers	Aug 31, 2018 to Jan 20, 2020	Not started

Aligned resources, Digital media, Text, Genre

Unit Plans will be designed as meaningful project-based learning opportunities that are connected to real world, authentic application of learning using 21 century skills.	Participate and Hearst Teachers	Aug 31, 2018 to Jun 29, 2020	Not started

Project-based learning, Authentic, Real world application, 21 century skills

Adopt Unit plan template and rubric that lends itself to feedback for teachers to improve plans.	Participate and Hearst Teachers	Jun 21, 2018 to Aug 31, 2018	Not started

Rubric, Unit plan template

Integrate SEL and Leader in Me into unit plans	Hearst Teachers	Oct 15, 2018 to Jun 22, 2020	Not started

SEL

Identify resources and materials to support instruction within each unit.	Hearst Teachers	Aug 31, 2018 to Jun 22, 2020	Not started

Resources, Budget

Use data gathered in DDI cycles to develop rigorous tasks in stage 3 of the unit plan.	*(Blank)*	select	Not started

Action Plan

Strategy 1

NOT STARTED

Conduct an informational meeting on the roles & responsibilities of the ILT. Have Grade Bands collaborate to determine who will best represent their team on the ILT. Create needs & wants from members on the ILT as a contract agreement. & commitment."

Jun 04, 2018 to Jun 22, 2018 - ADMIN

Status history

May 22

NOT STARTED | May 22, 2018
Evidence
GoogleDoc Calendar

NOT STARTED | Create the ILT Calendar for 2018-2019"

Jul 02, 2018 to Jul 27, 2018 - ILT

Status history

————————————————●————————————————

May 22

NOT STARTED | May 22, 2018
Evidence
Google Calendar & ILT Master Calendar

NOT STARTED | ILT will lead the on-going Cycle of Inquiry (COI) as a basis for improvement."

Sep 04, 2018 to Jun 21, 2019 - ILT

Status history

————————————————●————————————————

May 22

NOT STARTED | May 22, 2018
Evidence
ILT Agenda

NOT STARTED | ILT will support teacher learning during learning walk and DDI cycles."

Oct 12, 2018 to Jun 21, 2019 - ILT

Status history

————————————————●————————————————

May 22

NOT STARTED | May 22, 2018
Evidence
ILT Agenda

NOT STARTED

Monitor instructional practices through timely and relevant data/evidence sources. Gather and use current and local student, school, data to review and revise school and classroom practices."

Oct 15, 2018 to Jul 22, 2019 - ILT

Status history

————————————————●————————————————

May 22

NOT STARTED | May 22, 2018
Evidence
ILT Agenda

NOT STARTED | Organize the team around a common understanding of team's purpose, CIWP, and instructional priorities."

Jun 15, 2018 to Aug 31, 2018 - ILT

Status history

————————————————●————————————————

May 22

NOT STARTED | May 22, 2018
Evidence
ILT Vision and Purpose Statement

NOT STARTED   Engage in team-building exercises and personality tests to understand the personalities and work styles of team."

Jun 15, 2018 to Aug 10, 2018 - ILT

Status history

May 22

NOT STARTED   May 22, 2018
Evidence
ILT Agenda

NOT STARTED

ILT members will create systems that include scheduling as well as facilitation of the meetings as a guide to conducting effective ILT meetings."

Jul 02, 2018 to Jun 24, 2019 - ILT

Status history

May 22

NOT STARTED   May 22, 2018
Evidence
ILT Master Calendar

NOT STARTED

Enact research-based practices learned through reading leadership articles to build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work."

Jun 11, 2018 to Jun 24, 2019 - ILT

Status history

May 22

NOT STARTED   May 22, 2018
Evidence
ILT Agenda

NOT STARTED   Lead work on identifying student learning problems through analyzing NWEA data, BAS, and DDI Cycles"

Jul 02, 2018 to Jul 27, 2018 - ILT, Teachers

Status history

May 22

NOT STARTED   May 22, 2018
Evidence
Tru Math & Balanced Literacy Action Plan

NOT STARTED   ILT Members will assign roles and responsibilities"

Jul 02, 2018 to Jul 27, 2018 - ILT Members

Status history

May 22

NOT STARTED   May 22, 2018
Evidence
ILT Agenda

ILT will develop the Unit Plan Implementation Cycle."

Sep 13, 2018 to Jun 21, 2019 - ILT, Teachers

Status history

ILT will provide feedback using the unit plan rubric for colleagues unit plans. The ALC all work on cognitive demand concepts that we learn at the summit and then transfer the learning whole school."

Sep 20, 2018 to Jun 21, 2019 - ILT, Teachers

Status history

ILT will engage in learning walks with their assigned colleagues to provide feedback on unit plan."

Sep 14, 2018 to Jun 21, 2019 - ILT ,Teachers

Status history

Engage in active learning activities to develop ILT's ability to support teachers in developing complex learning tasks aligned to CCSS."

Jan 07, 2019 to Jun 03, 2019 - ILT, Teachers

Status history

Design tasks in all subject areas that are framed in ways that promote students with meaningful opportunities for learning and the support their growth through active engagement with the content."

-

Status history

Strategy 2

NOT STARTED   Outline a procedural flow chart of resources and behavioral supports to address students' social-emotional and behavioral needs."

Jun 18, 2018 to Aug 24, 2018 - SEL Team

Status history

May 22

NOT STARTED   May 22, 2018
Evidence
Staff Handbook/Flow chart

ON-TRACK

Cultivate a SEL Team that will develop expertise in SEL and strategies that support the social and emotional growth of all students, staff, and parents; communicate information related to school-wide SEL to all stake holders; and engaging and partnering with the school community to fully implement school-wide SEL."

May 01, 2018 to Jun 01, 2018 - SEL Team

Status history

May 22

ON-TRACK	May 22, 2018
	Evidence
	SEL Agenda

NOT STARTED

SEL Team, teachers and staff will keep a monitoring/tracker tool to collect data sources progress monitor the consistency and effectiveness of systems and programs. The SEL Team will review quarterly and make adjustments and suggestions."

Jul 02, 2018 to Aug 24, 2018 - SEL Team Teachers Staff

Status history

May 22

NOT STARTED	May 22, 2018
	Evidence
	Staff Handbook/Google Spreadsheets

NOT STARTED   Establish a SEL professional learning calendar for all stakeholders to learn, collaborate, and model."

Jul 02, 2018 to Jun 24, 2019 - SEL Team

Status history

May 22

NOT STARTED	May 22, 2018
	Evidence
	Staff Handbook & SEL Calendar

NOT STARTED   Create a SEL/re-focus room to address disciplinary interventions school-wide. Will also be used for PBIS store."

Jul 02, 2018 to Jun 24, 2019 - Counselor

Status history

May 22

NOT STARTED	May 22, 2018
	Evidence
	SEL Re-Focus Room Rationale Google DOc

NOT STARTED

Establish Tier 2 & 3 supports and create a schedule that includes the location, time, and staff members that will implement each system.`"

Jun 18, 2018 to Jun 24, 2019 - Counselor & SEL Team

Status history

May 22

NOT STARTED	May 22, 2018
	Evidence
	Staff Handbook/Google Calendar/ Schedules

ON-TRACK   Create a school wide incentive plan that includes rewards, field trips, and various activities."

Jul 02, 2018 to Sep 28, 2018 - SEL Team

Status history

May 22

ON-TRACK | May 22, 2018
Evidence
Incentive Plan in Google Docs

NOT STARTED
For the Beginning of the year professional development, SEL team will roll out Behavior Flowchart with the entire staff. Any questions, comments, or concerns will be addressed"

Aug 01, 2018 to Aug 31, 2018 - SEL Team

Status history

May 22

NOT STARTED | May 22, 2018
Evidence
SEL Agenda & BOY Agenda

NOT STARTED
CHAMPS expectations explicitly taught for the first 2 weeks of the school year and after school breaks. Every staff member will enforce and model champs"

Aug 27, 2018 to Jun 24, 2019 - SEL team

Status history

May 22

NOT STARTED | May 22, 2018
Evidence
Champs Posters, Learning Walks

ON-TRACK | Character traits highlighted each month. Unit Plans required to reflect SEL standards."

Sep 03, 2018 to Jun 24, 2019 - SEL Team

Status history

May 22

ON-TRACK | May 22, 2018
Evidence
Monthly Chart and Unit Plans

NOT STARTED | Learning Walks around classrooms to look for evidence of restorative practice."

Oct 08, 2018 to Jun 17, 2019 - ILT & SEL Team

Status history

May 22

NOT STARTED | May 22, 2018
Evidence
Learning Walk Rubrics

ON-TRACK | Conduct Survey for teachers to respond to Restorative Discipline Questions that will guide the SEL team"

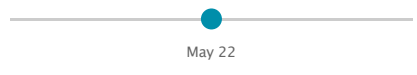May 10, 2018 to May 21, 2018 - SEL Team

Status history

May 22

ON-TRACK | May 22, 2018
Evidence
Google Survey

NOT STARTED | Allot funding for PBIS Incentives to be purchased"

May 25, 2018 to Jun 01, 2018 - Administration

Status history

May 22

NOT STARTED | May 22, 2018
Evidence
Budget

NOT STARTED | Review student Discipline Referrals and Categorize them to determine responses and levels of support for next year."

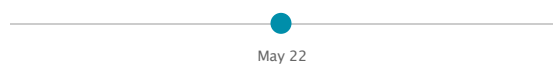May 28, 2018 to Jun 15, 2018 - SEL Team & Admin.

Status history

May 22

NOT STARTED | May 22, 2018
Evidence
Staff Handbook/Response to Discipline

NOT STARTED | Teachers will participate in a PLC Book Talk using an Anchor Text."

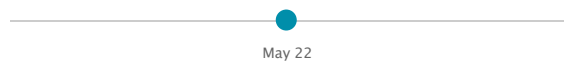Oct 01, 2018 to Jan 01, 2019 - SEL Team & PLC

Status history

May 22

NOT STARTED | May 22, 2018
Evidence
PLC Agendas

NOT STARTED | Align SEL Criteria and Leader In Me Expectations"

Jun 11, 2018 to Aug 24, 2018 - SEL Team and Lighthouse Team

Status history

May 22

NOT STARTED | May 22, 2018
Evidence
Staff Handbook/Leader In Me/SEL Alignment

Strategy 3

NOT STARTED | Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately."

Aug 27, 2018 to Jun 22, 2020 - Teachers

Status history

May 22

NOT STARTED May 22, 2018
Evidence
Instructional Units

ON-TRACK
Teachers will deepen their knowledge of students by conducting survey's to students to determine the strengths, needs, interests, talents, and vision for their community/ world interests. This information will provide data to teachers in designing curriculum."

May 21, 2018 to Jun 15, 2018 - Teachers

Status history

May 22

ON-TRACK May 22, 2018
Evidence
2-8 Google Survey K-2 Charts

NOT STARTED Create relevant big idea curriculum maps that are relevant by integrating student interests into academic learning."

Jun 21, 2018 to Aug 31, 2018 - Participate and Teachers

Status history

May 22

NOT STARTED May 22, 2018
Evidence
Google Documents

NOT STARTED Share ILT's findings of why curriculum is a priority"

Jun 07, 2018 to Aug 31, 2018 - ILT

Status history

May 22

NOT STARTED May 22, 2018
Evidence
Grade Band Agenda

NOT STARTED Align essential understandings of the quarter/of the year per grade level in one central location"

Aug 31, 2018 to Jun 22, 2020 - Participate and Teachers

Status history

May 22

NOT STARTED May 22, 2018
Evidence
Google Documents

NOT STARTED
Include Integration of field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations."

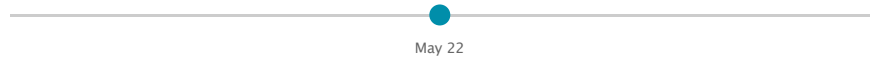Aug 31, 2018 to Jun 22, 2020 - Hearst Teachers and Partnerships

Status history

May 22

NOT STARTED May 22, 2018
Evidence
Unit Plans

NOT STARTED Determine grade-appropriate levels of text in all genres (digital and print) to align to the curriculum maps"
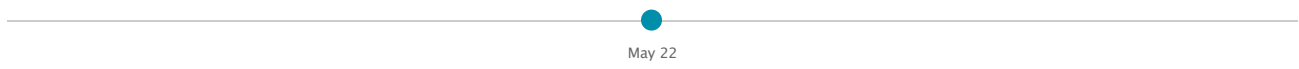
Aug 31, 2018 to Jan 20, 2020 - Hearst Teachers

Status history

May 22

NOT STARTED May 22, 2018
Evidence
Unit Plans

NOT STARTED

Unit Plans will be designed as meaningful project-based learning opportunities that are connected to real world, authentic application of learning using 21 century skills."

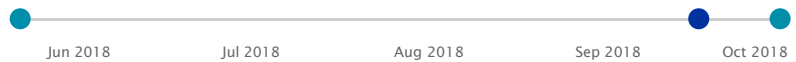Aug 31, 2018 to Jun 29, 2020 - Participate and Hearst Teachers

Status history

May 22

NOT STARTED May 22, 2018
Evidence
Unit Plans

NOT STARTED Adopt Unit plan template and rubric that lends itself to feedback for teachers to improve plans."

Jun 21, 2018 to Aug 31, 2018 - Participate and Hearst Teachers

Status history

Jun 2018   Jul 2018   Aug 2018   Sep 2018   Oct 2018

NOT STARTED Oct 01, 2018
Evidence

ON-TRACK Sep 17, 2018
Evidence

NOT STARTED May 22, 2018
Evidence
Unit Plan Rubrics

NOT STARTED Integrate SEL and Leader in Me into unit plans"

Oct 15, 2018 to Jun 22, 2020 - Hearst Teachers

Status history
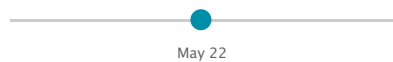
May 22

NOT STARTED May 22, 2018
Evidence
Unit Plans

NOT STARTED Identify resources and materials to support instruction within each unit."

Aug 31, 2018 to Jun 22, 2020 - Hearst Teachers

Status history

May 22

NOT STARTED   May 22, 2018
Evidence
Unit Plans

ON-TRACK   Teachers will use the backwards design process to create a project-based unit."

Jun 21, 2018 to Jun 22, 2020 - Participate & Teachers

Status history

Nov 2

ON-TRACK   Nov 02, 2018
Evidence
Hearst Unit Design Template

UNIT PLAN IMPLEMENTATION CALENDAR

November 1	Q2 UBD Practice Unit Due
November 5	Q2 UBD Feedback
November 13- December 12	Implementation
December 11	Reflection
January 1-7	Regroup, SEL, LIM
January 28	Q3 UBD Unit
January 28-February 1	Q3 UBD Feedback
February	

ON-TRACK

Participate will facilitate a 4-day in-person design workshop to support teachers in designing a full unit while learning the Backward Design process."

Aug 21, 2018 to Aug 24, 2018 - Participate & Whole Staff

Status history

May 22

ON-TRACK   May 22, 2018
Evidence
Participate Agenda

NOT STARTED   Teacher Leaders will participate in 8 hours of virtual capacity building to train other teachers."

Aug 01, 2018 to Aug 01, 2018 - Participate & Teacher Leaders

Status history

May 22

NOT STARTED   May 22, 2018
Evidence
Google Documents & Participate Training Guides

ON-TRACK   Teachers will upload products as well as have access to online resources and tools on one central platform"

Aug 31, 2018 to Jun 22, 2020 - Participate & Teachers

Status history

21. ...   4. Jun   18. Jun   2. Jul   16. Jul   30. Jul   13. Aug   27. Aug   10. Sep   24. Sep

ON-TRACK   Oct 01, 2018
Evidence

May 22, 2018
Evidence
Unit Products and Resources Central Online Location

ON-TRACK

Teachers will participate in a purpose and relevance building PD. "Outside Consultant, Participate" will facilitate a ½ day in-person workshop to build foundation and set up teachers to do some meaningful prep work over the summer. Teachers will unpack data about student interests, determine vision for students, vision for classroom to prepare students. Determine what's standing in the way of that vision. Brainstorm project ideas & Begin to Map to scope/sequence"

Jun 21, 2018 to Jun 21, 2018 - Participate & Staff

Status history

21. May	4. Jun	18. Jun	2. Jul	16. Jul	30. Jul	13. Aug	27. Aug	10. Sep	24. Sep

ON-TRACK   Oct 01, 2018
Evidence

NOT STARTED   May 22, 2018
Evidence
Participate Agenda Google Document

Use data gathered in DDI cycles to develop rigorous tasks in stage 3 of the unit plan."

-

Status history

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 suppland 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.

> Hearst Elementary School will continue to foster parental involvement through continuous collaboration to monitor, plan and revise programs under ESSA Title I Funds. We currently have an active Parent Advisory Council (PAC), BAC, and LSC. Meetings are held once a month to review the Title I Budget and plan for allocations accordingly. In addition, these meetings will provide parents with the opportunity to learn skills on how to deal with social/emotional issues through on-going workshops. Information about all instructional and non-instructional concerns are addressed to ensure that parents get the necessary support to raise their children's educational levels with the best support possible. These collaborative and parental involvement meetings will continue for the FY18 school year. Parents will continue to attend these meetings, receive training and offer input on the ESSA programs in terms of recommendations and reviews for improvement. Our administration will work with parents to continue to offer continuous collaborative support in this process. The principal has set up a monthly meeting with parents and community members to receive feedback, comments, and suggestions for improvement.

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

> Principal will hold an annual informational and organizational meetings for PAC no later than September 2018. At this time, parents will be informed of the school's ESSA Title I Program, School's CIWP, Parent Involvement Policy, Compact, Budget, and guidelines for the program. Parents will be invited to offer input on what they would like in terms of program offerings, services and materials/supplies. In addition, parents will be informed of their right to be involved and will be encouraged to participate in the program. Annual elections will be held to fill vacancies or elect new members. Parents will decide on date, time and place for an organizational meeting. A year-long calendar will be developed with dates of meetings and relevant topics to ensure high participation from parents. In addition to the mandated parent-teacher conference days, the school will also provide an opportunity for parents to request separate conferences with the teacher throughout the year. The school will host Literacy, numeracy, technology, and science nights where parents can have conversation with teachers about instruction and how they can support the learning at home.

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.

> Hearst continues to solidify its parental involvement committees. Opportunities to meet weekly are given to all committees, PAC, BAC, and LSC. These meetings are primarily run by parents. In these meetings, parents will be given ample opportunities to participate, give input, offer suggestions, and make recommendations on school programs, school services, in-services, learning activities and other topics related to student achievement and parent training. Parents will be involved in the decision process at all times including in the CIWP. We hold the mandated parent-teacher conference days, but additionally, the school also provides the opportunity for parents to request separate conferences with teachers throughout the year. The school will host Literacy, numeracy, technology, and science nights where parents can have conversations with teachers about instruction and how they can support student learning at home.

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.

> Hearst School will provide parents with a report of their child's performance in a form of a Report Card. In addition, school wide scores of State and School Based Assessments of students will be reviewed with parents with individual reports given to parents. Principal / Principal's Designee will host open meetings for parents and students to learn more about how to interpret and understand the results. In addition, school counselor will give opportunities to parents to come and meet one-on-one and review he results. These meetings will be held at least 3 times a year. The school requests parent involvement to aid the school in the primary grades, as well as helping the school with recess and lunchroom supervision. Parents are also used as volunteer classroom helpers/tutors.

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.

> Hearst complies with the requirements under the ESSA program to hire highly qualified teachers. In circumstances when students are not taught by a Highly Qualified Teacher, the Principal will inform parents via letter and provide an opportunity for them to come to school and meet with the Principal or other school administrators to obtain a clear understanding of the Not-Highly-Qualified-Teacher. The principal will monitor staff continuously to ensure staff is fully in compliance. We constantly monitor the ISBE site to ensure the students are being taught by highly qualified individuals. A letter will be sent home notifying the parents if that is not the case. It is our mission to have a "highly qualified" teacher in every classroom.

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.

> Hearst will continue to build awareness to all stakeholders of the state's academic content standards; the state's student academic achievement standards and the state and local academic assessments and other assessments by inviting all parents to an informational meeting at the beginning of the school year. The annual Title I meeting in the fall will help parents understand all the state content and achievement standards as well as assessments used throughout the year. All the requirements of Title I will be discussed during this meeting. In addition, parents will be informed of the school's mission and how the daily instruction is aligned with the school's curriculum. During Orientation and Open House, the school will provide in-services to all parents on how to access the Parent Portal in IMPACT and monitor their child's progress. Parent training will also be offered throughout the year on how to read and interpret report cards and provide parents with skills and ways that they can provide academic support at home to improve student achievement. Furthermore, parents will receive academic progress reports every five weeks and parents will be encouraged to come to school and meet with their child's teacher to discuss academic progress. Also, parents are welcome to Hearst to sit in their child's classroom to witness the daily instruction, school climate, and how instructional materials and other resources are used to support daily instruction. During the monthly meetings, part of the agenda is to review the state and local standards and assessments so that the community is aware of them and the implications for the school and their child.

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.

> Hearst will host technology and adult literacy training programs each year for parents and community members. Through community partnerships and community based organizations, the school will bring different programs, services and activities to our parents at no cost. The school community liaison works collaboratively with these agencies to provide training to parents in academic areas and non- academic areas. Agencies also offer programs targeting students' social/emotional well-being like prevention programs, bullying and counseling. Whole family participation in these programs will be promoted. In addition, ESSA Title 1 will provide funding for parents to attend conferences, seminars, and workshops on these topics. All these programs and activities will focus on parental involvement aimed at students' achievement. The mission of the PAC is to provide parents with the necessary training to assist their children and create a true partnership with the school to promote academic achievement. The PAC budget has been developed and approved to meet these needs.

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.

> Hearst will expose and encourage teachers to participate in the following extracurricular activities; Literacy Night, Math Night, Movie Night, Walk- A-Thons and Pot-Lucks. Teachers also are encourage to participate in field-trips and invite parents to participate. Teaches hold conferences with parents on a monthly or quarterly basis. Also, the school will continue to provide opportunities for all staff to ally with parents in all educational and emotional aspects by providing on-going professional development in building working relationships with parents to create a strong bond between school, parent and teachers. This will include workshops given during regular staff meetings as well opportunities to attend outside seminars, in-services and other professional development. Faculty and staff are committed to establish strong and clear channels of communication with all parents about student's academic progress and needs of improvement via phone calls, correspondence or on-one meetings. During the back-to-school PD days, one of the sessions will be on how and why it is important to forge that lasting bond between the teachers and the parents and how teachers can leverage this partnership when faced with difficult situations.

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.

> Hearst encourages parents to be involved in the school to support academic programs for all grade levels. Parent meetings are open for every parent to participate in academic activities to further learn about our programs for our students, from pre-school to the middle school, and learn how these programs will benefit and expand their children's education. These will allow parents to fully participate in their child's education. We always encourage parent volunteers in the pre-k programs. The school will have a sign-up process for parents to volunteer in the program.

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.

> Hearst provides monthly school calendars highlighting activities, programs, events and meetings of the month in both languages English and Spanish. Information for all meetings is also disseminated by posting information at Main Entrance doors and school's Marquee. Also, related material regarding information about the school, activities, programs and other opportunities to parents is sent via correspondence with students. On the school's monthly calendar sent home, information is also shared about activities and upcoming events by our School community Liaison. Announcements are made in the parent's native language as needed. All information pertinent to the school, meetings, etc. are sent home via the students' backpacks in both Spanish and English as well as being posted on the school's website. The school plans on using CPS' new system that is replacing the robo-calls to disseminate information to families.

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)

> Does not apply

School-Parent Compact   Complete

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 mission is to provide a a high-quality education to all our students by implementing a rigorous curriculum aligned with common core standards, supported by professional development to build teacher capacity and ensure differentiation of instruction and producing challenging assessments in the content areas for all students and obtain targeted academic achievement for our students to succeed in a post- secondary education. The school will continue to promote a culture of support to the staff, students, parents and community members by promoting school safety, parental involvement, community input, and high expectation for all of our students.

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.

> Hearst will continue to promote parent-teacher conferences. In addition to the two mandated Parent-Teacher conferences by the school board, November and April, our school will also host a Fall Open House where we invite all parents to meet the teachers and staff to establish channels of communication. Parent-Teacher conferences will be held throughout the school year as needed when requested by a parent, a teacher, or administration to discuss academics, social/emotional support or academic programs.

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

> The school sends home progress reports and report-cards as directed by CPS. In addition, the school also instructs teachers to monitor students progress and communicate to parents when students are not performing at their level. A monitoring academic tool is in-placed for students who are off-track and it involves parent participation. Parents are also instructed and aided in signing up for parent portal so they can monitor their child's progress. Parents also review progress reports from state assessments: NWEA- PARCC TRC..

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

> Teachers are directed to establish strong channels of communication with parents. Teaches are available to meet with parents before, during and after school with prior request. We hold the mandated parent-teacher conference days, but the school also provides the opportunity for parents to request separate conferences with the teacher throughout the year. The school will hosts Literacy, numeracy, technology, and science nights where parents can have conversation with teachers about instruction and how they can support the learning at home. Also, parents can communicate with teachers via- email, phone calls or correspondence. At the beginning of the school year, teachers send a letter with all this information.

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.

> Hearst has an open-door policy. Parents are encourage to volunteer in school activities, field-trips and in the classrooms. This invitation is extended throughout the year during open meetings with parents. The school specially requests parent involvement to aid the school in the primary grades, as well as helping the school with recess and lunchroom supervision. Parents are also used as volunteers in the classrooms to help with small group instruction and tutoring for our most "At Risk" students. All of our parent volunteers are asked to follow the CPS Volunteer Protocol.

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

Parental involvement in students' education is vital for students to succeed. At Hearst, we value the commitment of all parents who support their children's learning. Parents can engage and support their children's academic journey by:
- monitoring their children's attendance
- making sure their children come to school well prepared
- providing assistance and monitoring completion of homework
- reading to or with their children
- volunteering for school related activities
- encouraging positive use of their child's extracurricular time
- participating, as appropriate, in decisions related to their children's education
- providing a positive home environment and encourage their children to learn
-checking agendas for homework
-making sure they are well rested and ready to learn
-providing and secure and safe environment at home

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 are invited to participate in the decision making of the school's priorities- CIWP. In addition, parents are invited to participate and attend monthly meetings, LSC, PAC, BAC and 2nd Cup of Coffee Chat with the Principal throughout the year. They also participate in decisions relating to the education of their children by participating in parent surveys, parent/teacher conferences, school improvement and informational meetings.

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).

The students will share the responsibility for improved student academic achievement by:
- Doing their homework every day and asking for help when needed
- Arriving to school on time and be ready to learn at the start of the day
- Reading at least 20 minutes everyday outside of school time
- Making sure their parents/legal guardians receive all notices and information sent home by the school.
- Treating other students and staff with respect.
- Monitoring their own academic progress and NWEA growth targets
- Setting academic goals - NWEA
-Following the rules and guidelines in the Hearst Student's Handbook and CPS Students Code of Conduct
-Be actively engaged on school activities to promote a positive environment: CHAMPS, P.OD. Counseling- Anger Management

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.

Our goals at Hearst:
1) To build long-lasting parent and community involvement at school level through targeted communication and experiences that build understanding of our school's vision and mission; then we will nurture strong communication and supportive bonds with parents and community members in key aspects of our school's curriculum, rigorous instruction and Social and Emotional supports and interventions.
2) To develop and implement engaging learning opportunities to parents with school-based organizations and the community to build understanding of the key aspects of high educational priority initiatives in our school; then we will give parents a voice and enhance their understanding on key aspects that impact their child's education.
3) To enhance awareness and build understanding of key aspects of College and Career Readiness among parents, so that we will increase awareness of educational opportunities beyond high school to our students and parents.

The following meetings will be held on September 2018 at 9:00 a.m. a) Annual Title I Informational Meeting b) PAC Organizational Meeting

From October 2018 to June 2019, PAC will host workshops, informational sessions, and training on: NWEA, ACCESS, CCSS, PARCC, PARENTAL PORTAL, NUTRITION, SOCIAL EMOTIONAL, AUTISM, LITERACY/MATH, PARENTING, - all aimed to parental involvement to increase students' academic achievement. The dates, times, and location of meetings wil be deteremined by the members of the PAC committee.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents	$ Amount .00

only. Use this account for equipment with a per unit cost of less than $500.

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

$ [150] .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)

$ [1675] .00

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

$ [148] .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.

$ [175] .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