



Edward N Hurley Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/02/2018	D Cupp, C Jakob, R Del Real, C McKittrick, M Rodriguez, G Rodriguez, E Zavala, L Lopez	SEF - Assign Dimensions and complete review of Categories
04/03/2018	D Cupp, R Del Real, C McKittrick, M Rodriguez, G Rodriguez, E Zavala, L Lopez	Strategies - Development of strategies for 3 priorities identified
02/02/2018	All Faculty	SEF - Review of evidence
04/06/2018	D Cupp, R Del Real, C McKittrick, M Rodriguez, G Rodriguez, E Zavala, L Lopez, Christine Keller	Progress Check In with Network
05/01/2018	R Del Real, C McKittrick, M Rodriguez, G Rodriguez, C Jakob	Development of Action Steps
05/02/2018	D Cupp, R Del Real	LSC - Progress Update
05/03/2018	M Rodriguez, L Lopez, E Zavala, C Jakob, C McKittrick	Review of Parent components, Input of goals rationale, Review of network feedback
05/09/2018	R Del Real, Grade level Teams	Review of CIWP Strategies and Action Plan
05/16/2018	R Del Real, Grade level Teams	Review and feedback received for CIWP Action Plan
05/18/2018	D Cupp, C Jakob, R Del Real, M Rodriguez, C McKittrick, L Lopez	Revisit network rubric feedback and discuss action step revisions, Finalize ESSA Program components

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

Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

- School mission and vision
- Personalized learning, individualized interventions, school-wide project based learning
- School-wide data analysis to identify specific target areas for instruction, create action plan for school year
- CCSS scope and sequence based on CPS Framework for grade level/content areas that is vertically aligned in weekly grade level/departmental meetings
- Research based curriculum is used, flexible learning environment, all teachers are endorsed and certified in specific areas
- ILT, teacher leaders, PPLC, grade level meetings, vertical meetings, formal and informal administration observations, schedules for peer observations, coaching and reflection
- ILT members meet regularly (2-3 times a month) to analyze data in NWEA, DIBELS/IDEL, TRC, REACH, ACCESS, Dashboard and classroom assessments/student work.
- Dual language, TBE, Mandarin, Korean, and Spanish classes,
- Systematic approach to administering district and school assessments to identify students in need of academic interventions. School wide, in-class and small groups instruction. Before and after-school target small groups, push-in and pull-out student support,
- Second-Step program in small and whole groups

Inspire a culture of collective responsibility for the success of ALL students in the whole school

- ILT, grade-level and vertical meetings,
- Attending Professional Development on Dual Language, Math, Reading, Science,
- Lead teachers participate in Network and District PD and share information during grade level meetings
- New teachers are paired with a mentor teacher in respective grade level
- Peer classroom observations and reflections

Empower others to make or influence significant decisions

- Student Council in place since 2016
- PD plan for school year, grade level agendas, peer classroom observations with feedback, REACH teacher practice improving the Framework for Teaching
- ILT meetings 2-3 times monthly, grade level and vertical meetings, peer observations, coaching and reflection, Local School Council, Bilingual Advisory Committees, Parent Advisory Committee, open-minded communication between teacher and parents,
- Parent/teacher communication with e-mails, texts, meetings

Employ the skills to effectively manage change

- Use screening, diagnostic, progress monitoring, and reflection
- Time distribution schedules
- Teacher retention rate
- 5 Essential Survey
- Title 1 Parent Involvement Committee Budget analysis, State of Hurley (SQRP) meeting with Bilingual Advisory Committee and community parents
- Literacy, Bilingual and ESL certification and or attending courses
- Growth Mind-Set Program in 5th grade

Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.

- Grade level weekly meetings are content specific
- REACH performance tasks incorporated in teacher units and CCSS
- Literacy, Math, Physical Education, Arts, World Languages (Korean, Mandarin and Spanish) Mariachi classes aligned with CCSS and are unit based
- NWEA, ACCESS, data used for instructional plans
- Native language support with push-in, pullout, mentoring, tutoring
- Mariachi Heritage Program
- International Student Exchange Program
- NJHS
- Leveled texts aligned to CCSS
- Smart boards, document camera, and pad's in classrooms. Cromebooks in 3rd and up. Compass Learning, ReadWorks. Lexia, RazKids, Learning A-Z NewsELA, Imagine Learning are used to meet the leveled needs of students

Use the CPS Framework for teaching to ground instructional guidance and coaching

- Implementation of network priorities
- Development of content area plans with network priorities incorporated

Enable staff to focus and prioritize content, engaging students

-

Guide for Leadership & Collective Responsibility

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

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.

- Grade level meetings
- Vertical Meetings
- Atlas protocol

Shared leadership for improving teaching and learning with representative school members.

- ILT has representation from every grade level

Use protocol and ask probing questions

- Atlas Protocol
- Established meeting norms

Use timely and relevant data/evidence sources.

- TRC/DIBBLES
- IDEL
- NWEA
- ACCESS
- Unit Assessments
- Attendance

Schedule and structure frequent meetings.

- Needs Improvement

Collaborate effectively, value transparency, and inform and engage stakeholders.

- Weekly grade level and bimonthly vertical meetings
- Perfect Attendance morning announcement
- Attendance Monthly Goals
- Friday out of uniform for perfect attendance

Build the capacity of teacher teams to lead cycles of learning

- Through professional development data analysis goal setting
- Small group support
- MTSS support through pull out

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

Score

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.

1 2 **3** 4

Select and design professional learning (PL) to achieve school-wide improvement, including closing priority achievement gaps.
Mind Set

- K-2 Guided Reading study during grade level
- K-2 Dual Language workshop on Biliteracy Balanced Literacy
- K-2 Dual Book study on biliterac
- K-2 Dual Curriculum Mapping

Implement and sustain on-going, job-embedded professional learning (PL) (e.g coaching, peer learning opportunities, action research)

- Kindergarten attend area workshop on guided reading
- Science workshop with Brookfield Zoo
- K-2 Dual visit other schools to observe Dual Language Instruction

Structure time for teachers to collaborate and learn together

- Grade level and vertical meetings
- K-2 Dual peer walk through on best practices in balanced literacy and give feedback to peers
- K-2 Dual after-school and Saturday curriculum planning

Make 'safe practice' an integral part of professional learning

- K-2 Dual walk through biliteracy development and feedback
- Dual and Math coach class observation on math talks and oracy development in math
- Grade level team create agendas for meeting to address needs and support

Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.

- Unit plans adjustment to reflect new strategies
- Observation to monitor instruction with new strategies

Provide induction and support for new teachers.

- Grade level mentor for new teacher
- ILT coaches mentor new teachers

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**

- Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
- Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

Design a school day that is responsive to student needs.
 Middle school model fully implemented in grades 6-8
 Summit Learning Personalized Platform
 Time distribution reflects use of student choice during content block

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.
 -Apply for outside funding and community partnerships.
 -Partnerships we currently have include National Museum of Mexican Art, RISE Academy, Beverly Arts Center, Mariachi Heritage Foundation, Lyric Opera House, Latino Organization of the Southwest, Old Town School of Music, Chicago Educational Fund, and LEAP Innovations.
 -Staff applies for all eligible district and privately funded grants, CFE grants and Donors Choose.

Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
 -Teachers starting at the 5th grade are endorsed in the content areas of their current teaching assignments to support bilingual and monolingual students.
 -Diverse Learners teachers are endorsed in various content areas for upper grades and co teach in general education classrooms.
 -Related Service Providers are highly qualified and fully support the bilingual and monolingual needs.

Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.
 -Classroom teachers and lead teachers are involved in the hiring process of new teachers.
 -Hurley is highly selective in hiring new teachers to meet the needs of our students.
 -Lead teachers are also involved in considerations of teaching assignments for current staff based on the needs of students.
 -The school works with universities, colleges, and the community to identify potential staff through internships and part-time work

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.

- Teachers currently revising alignment of units of instruction horizontally and vertically for ELA – All grades
- Teachers currently revising alignment of units of instruction horizontally and vertically for Math – Grades 6-8
- Teachers currently aligning unit assessments for instruction horizontally and vertically for Math – Grades 3-5
- 5 week Data cycles to measure writing progression

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.

- Development and unit implementation of scope and sequence
- Standards aligned units and lessons

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.

- Network focus on AAI – push for classroom discourse
- Development of utilizing sentence stems in all content areas for classroom discussions
- Goals included in unit/lesson plans utilizing the WIDA standards and ACCESS results when appropriate

Engage all learners in content areas by fully integrating opportunities for all learners.

- 5 Essentials indicates we have a “strong” score in Ambitious instruction
- Transitional bilingual Grades 3-8
- Comprehensive Gifted Program for Grades 1-8
- Middle school personalized learning program – Summit Grades 6-8
- LEAP personalized program support – Grades 2-5
- Developing Dual Language program – Currently Grades K-2
- Orton-Gillingham Program – pull out support – All Grades, Tier 3
- Extended hours content support for all grade levels
- Special interest clubs to enhance and support content mastery

Integrate academic and social emotional learning.

- Second Steps SEL Program -Grades K-2
- Growth Mindset – Grades 3-8

Connection to real world, authentic application of learning.

- Instructional partnerships include: University of Illinois (EOH), Lawyers in the Classroom – Middle School, WE Day – Middle School

Exposure to city-wide cultural events

- Confucius Institute Performances – Mandarin Program
- Brookfield Zoo
- Orchestra Hall
- Mariachi Heritage Foundation

Fine Arts Integration

- Little Kids Rock
- All Town School of Music
- Mexican Fine Arts Museum

Guide for Curriculum

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

- Provide opportunities for meaningful project-based learning.
- Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- ▪ Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
- Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 **3** 4

Aligned to curricular plans and expectations of the standards

- Scope and sequence for all content
- Dual Language – Difficulty finding materials
- Teachers implementing choice menus – Grades 3-8
- Full implementation of tech-supported material – Grades 6-8

Varied and flexible

- Dual Language – Difficulty finding materials
- Teachers implementing choice menus – Grades 3-8
- Full implementation of tech-supported material – Grades 6-8

Intentionally planned by identifying or adapting appropriate tools for specific instructional needs

- Tiered instruction aligned to meet needs of students
- Teachers integrate resources from outside “program” supports
- Unit revisions for all content areas

Equitably available and accessible to all teachers and students

- Mathematics program in place and consistent for all Grades K-8
- Math program available in both math and Spanish
- Teachers have access to aligned materials – Grades 3-5

Include multimedia and embedded, just-in-time supports for conveying conceptual knowledge

- Implementation of Summit Platform – multimedia support
- Math program has full online component with intervention supports
- Online Resource programs – IXL, Compass Learning, Imagine Learning, Google Classroom, Reading A-Z, Science A-Z, NewsELA, Khan Academy, Lexia
- Student choices – Menu options

Include tools and supports needed to access, analyze, organize, synthesize and demonstrate understanding in varied ways - for learning and expression of knowledge.

- Emphasis of strategy-based discourse – mathematics. Evidence in LP
- Comprehensive Gifted Program instructional requirement implementation

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.

- Summit Platform choices – Middle School
- Choice Menus – Grades 3-5

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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

1 2 3 4

Begin with the belief that all students can learn.

- Unit/LP – purposing the lessons. Overall proficient based on REACH results
- Process used during Writer’s Workshop model – classroom schedules
- School-wide attendance incentives – classroom trophy, out of uniform,3
- School newsletters, intercom messages
- School wide proficient performance on REACH evaluation – Student Engagement

Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.

- 5 E’s – ambitious instruction is strong
- LP/Unit Plan aligned tasks and investigations

Tasks reflect key shifts in literacy.

- Evidence in LP/Unit plans
- Classroom discourse/discussions
- REACH 3b – low proficient to proficient overall

Tasks reflect key shifts in mathematics

- Evidence in LP/Unit plans
- Classroom discourse/discussions
- REACH 3b – low proficient to proficient overall

Provide opportunities for students to create authentic work for read audiences to motivate them to meet standards and engage in critique and revision

- Music/Fine & Performing Arts Program
- Black History Month
- Mother’s Day performance
- Mariachi performances – throughout year
- Art Gallery Displays
- Mandarin Art Display
- Chinese New Year Performance
- Multicultural Fair – students develop cross-curricular projects

Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.

- Needs improvement

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.

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

Evidence, Measures, and Standards

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

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

Transitions - Have structures and processes in place to ensure successful transitions
 -Assigned Shadow student for middle school transfers
 -Lead teachers do initial informal assessment of student instructional level
 -ACCESS testing for Code 13 (until criteria is met)
 -Transitioned EL students remain under support program until new evaluation posts
 -Summit Learning – onboarding documents vertically implemented
 -8th grade parent informational meetings throughout the year – informed of open house, high school shadow day
 -Guidance curriculum class offered to all 8th graders

Awareness- Expose students early to academic/professional worlds beyond K-12
 -Visits to University of Illinois – EOH and campus tour
 -Lawyers in the classroom
 -University Flags in hallway
 -Academic opportunities - Young Scholars Program – Mathematics, Jump Up – Latin School Program
 -Naviance profiles and access to college/career research and high school searches

Readiness - Ensure equitable access to college preparatory curriculum
 -Algebra program provided to 7th and 8th graders
 -Seal of Biliteracy – annual exam
 -Summit learning – students analyze their test scores to determine areas of focus
 -Summit learning – students set goals for academic progress
 -Summit learning students assigned to mentor for academic planning and goal setting
 -Counselor works with all 8th grade students to build and complete Naviance profile

Success- Provide direct assistance to all students and families through every stage of the college selection, application, and entry process.
 -Does Not Apply

Guide for Transitions, College & Career Access & Persistence

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

- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.

- Unit plans
- Vertical alignment of CCSS

Effectively communicate with students.

- Unit plans with misconceptions built in
- Posted and articulated objectives
- Collaborative talk - evidenced through classroom observations (REACH)
- Discussion stems/collaborative talk anchor charts
- Word walls

Use questioning and discussion as techniques to deepen student understanding and challenge.

- Classroom observations (REACH)
- Student survey 5 essentials
- Collaborative conversations - informal observation
- End of unit assessments

Engage students in learning

- Guided reading K-4, small group instruction 5-8
- Math small group instruction
- Data based MTSS grouping (data binders; MTSS groups)

Monitor the effect of teaching on student learning and integrate formative assessment into instruction.

- Daily/weekly assessments
- Data cycles
- Summit checkpoints
- NWEA data analysis

Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.

- REACH evaluations
- Progress monitoring DIBEL/IDEL K-2; 3-5 Running records; Newsela (literacy) IXL & Envision Assessments (math)

Foster student ownership.

- 3rd-5th choice menus
- 6th-8th Summit platform
- Student survey- 5 essentials

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

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.

- Daily/weekly/end of unit assessments (Lesson plans and grade book)
- Intervention tools (IXL, Newsela, Edgenuity, DIBELS/IDEL)
- Small group records
- MTSS records
- Summit checkpoints and performance tasks

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)

- 71st %ile for growth in reading and 61st %ile for growth in math
- Intervention tools (IXL, Newsela, Edgenuity, DIBELS/IDEL) have a diagnostic

Make assessment accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications

- Standardized assessment school wide plans provide EL and DL accommodations

Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)

- Currently working on vertical alignment to build agency, authority, identity and oracy across content areas

Utilize assessments that measure the development of academic language for English learners.

ACCESS

- LAZ assessment (Seal of Biliteracy)

Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs

- Data cycle
- ILT meetings

Improve and promote assessment literacy.

- Vertical meetings
- Calibration of rubrics (K-8)
- Backward design of assessments.

Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, post-secondary institutions, and prospective employers.

- Every parent has access to parental portal and parent platform for Summit
- Staff have access to SIM, Grade book, NWEA data.
- Vertical articulation of CCSS and unit objectives/assessments.
- Rubric calibrations, grade-level unit collaboration

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 (CSR).

- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.

- Small group instruction, MTSS instruction
- Data cycles

TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs (Personalized Learning)

- 3rd/4th/5th Leap personalized learning professional development and strategies
- 6th-8th Summit Platform
- CGP grades 1-8

ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)

- Before/after school tutoring
- Attendance incentives
- Mentoring 6th-8th
- Saturday school

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.

- Counselor addressing SEL needs
- Computer based interventions
- Lead teachers collaborate with teachers to design and monitor interventions

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).

- Data cycles
- MTSS records

Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

- Informational meetings on report card pick up days
- School newsletters
- Classroom teachers have personalized communication systems for parents ie. class dojo, phone calls, emails, conferences, class newsletter
- School website published and accessible to all

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Create a culture that reflects a shared belief in the importance of learning and hard work.

Evidence: After School programs, Summit Learning, 5 Essentials, Displays, Announcements, SQRP

Students are motivated to ask questions during instruction and engage in peer discussion. Students have access to various resources such as technology, books, and hands on activities. Hurley offers different enrichment classes and after schools programs that help promote student curiosity and that provide students the opportunity to explore other interests. For example; Robotics, Stellar Girls, Folkloric Dance, NJHS, Student Counsel, chess, music, mariachi, drama, Spanish, Student Exchange Program for Chile and Korea, Chicago Run. Students also participate in field trips.

Middle school students are working on setting individual goals and using personalized learning time to access the appropriate resources and practice the skills that they needed in order to achieve their goals. Students are learning how to manage their time and use effective strategies to reach their goals. Teachers are providing them with guidance, resources and support so they can achieve their goals. Middle school students also use Naviance to create a yearly smart goal. These goals might be related to high school, academics, social-emotional, etc.

The expectation that students can achieve at high levels is consistently communicated by recognizing students success/effort with Monthly Golden Ticket Winners, Claws for Applause, and CHAMPS.

Some of the strategies that are been used to encourage attendance include Class for Applause, Trophy, announcements, individual classroom incentives, and day without uniform. A chart (A Race to Perfect) with monthly attendance is displayed near to the main office to encourage/recognize classroom attendance.

Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.

Evidence: Champs, 5 Essentials, Summit, After school programs, enrichment classes

Hurley uses the CHAMPS program to set school-wide expectations. Posters with the CHAMPS expectations are displayed throughout the building and the classrooms.

Instruction is provided following grade level Common Core Standards.

Students are been instructed using personalized learning approach, small group instruction and centers based on their academic performance, needs and/or activity of interest. MTSS interventions are provided for students that require additional support.

Classroom accommodations and modifications are being implemented in the classrooms so Diverse Learners and ELL access the curriculum.

Students' work and achievement is being recognized via bulletin boards, acknowledgments for perfect attendance and honor roll, announcements, school website and Visual Digital Display of Hurley's student recognition and accomplishment. Teacher use these and other incentives to motivate students to reach their goal. For example, Summit Learning mentors provide guidance and support to students, and celebrate with students their accomplishments.

Students are encourage to share misunderstanding and struggles during Summit Learning mentoring, Second Step lessons, and Student Counsel. Teachers advocate in behave of their students when they notice students are struggling or might be facing challenges.

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.

Evidence: rubrics, checklist, learning menus, the playlist and checkpoints in Summit program, student portal.

Students are encouraged to self-assess their work and assignments by using rubrics, checklist, learning menus, the playlist and checkpoints in Summit program, student portal.

Provide students frequent, informative feedback.

Evidence: 5 essentials, mentoring, small group instruction, one-one interaction, verbal praise, classroom incentives, behavior log.

Teachers provide feedback to students via mentoring, small group instruction, one-one interaction, verbal praise, classroom incentives, behavior log.

Develop academic mindsets and behaviors.

Evidence: 5 essentials, SQRP, SEL Committee, after school programs and activities, optional student apparel, Champs

Students are encouraged to develop a sense of belonging by participating in grade level activities such as Movie Night, dances, field trips, School Performances, Art Displays, Multicultural fair, and optional Hurley apparel. Extracurricular activities also allow student the opportunity to represent Hurley. For example, students participate in Mariachi Concerts, sports activities, Student International Club, Girl Scouts, and NHJS.

Hurley SEL team is encouraging teachers to praise effort and process using intentional and specific verbal praise.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
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	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sei) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 2 **3** 4

Develop trusting relationships with students so each student has at least one trusted adult in the school.

- Summit learning mentors for middle school
- K-5 only have the teacher
- CICO
- 5 essentials

Foster supportive, caring and respectful staff-student interactions.

- Teachers use incentives to correct behavior
- Claws for Applause
- Golden Tickets
- Out of uniform day
- Positive praise

Student interactions are mutually supportive and respectful, with strong norms for positive behavior.

- CHAMPS
- 2nd Steps
- Team building outing for 8th grade
- Extra-curricular activities
- Student Council
- We Day

Understand race and equity and its impact on student learning; recognize and support students' diverse social identities.

- Multicultural Fair
- World Languages (Spanish, Mandarin, Korean)
- We Day

Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)

- 5 essentials
- Grade Levels
- Vertical meetings
- Social committee outings
- PDs

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

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

Study politics

- Curriculum and Instruction
- Student Council
- NJHS

Become informed voters and participants in the electoral process

Engage in discussions about current and controversial issues.

- Curriculum and Instruction
- Guidance Curriculum Class
- Student Council
- 5 Essentials
- WE Day

Explore their identities and beliefs

- Curriculum and Instruction
- Guidance Curriculum Class
- Student Council
- 5 Essentials
- Multicultural Fair
- WE Day

Exercise student voice

- Curriculum and Instruction
- Guidance Curriculum Class
- Student Council
- 5 Essentials
- Multicultural Fair
- We Day

Authentically interact with civics leaders

- Curriculum and Instruction

Engage with their community

- Curriculum and Instruction
- NJHS
- We Day

Take informed action where they work together to propose and advocate for solutions.

- Curriculum and Instruction
- Student Council
- NJHS
- We Day

Experience a School wide civics culture

- Student Council
- NJHS

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.

- Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
 - **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
 - Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ MVNS Student Survey completion rates and results ▪ Artifact 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 all 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 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, 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

Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.

School vision and mission

-PBIS

-CHAMPS/Golden Ticket

-Clause for applause

-Vision is articulated through meetings with parents , BAC, PAC, LSC, ILT, open house,

-Growth Mindset

-Vertical grade meetings/BAC, PAC, LSC, Student Council, Administration open door communication with parents and staff

-Teacher practice in Domain 2

-Five Essentials Score

-Safety surveillance cameras in and outside school property

Provide clear procedures for reporting and responding to safety concerns

-School vision and mission

-PBIS - CHAMPS/Golden Ticket – Clause for applause

-Parent volunteers are trained

-Social Emotional Learning Supports established

-Safety surveillance cameras

-Security Officer

Manage efficient and orderly transitions between activities

-Teachers, paraprofessionals, and parent volunteers take lead in transitions

-PBIS - CHAMPS/Golden Ticket – Clause for applause

-Teacher Practice in Domain 2

-Security Officer assists with classroom transitions

Provide a framework for positive behavior throughout the school based on shared values and expectations

-Attendance data and announcements

-School wide programs such as PBIS - CHAMPS/Golden Ticket – Clause for applause

-Social Emotional Learning Supports established

-Student Council

-Peer to peer tutoring

-School vision and mission

-Growth Mindset

-Teacher Practice in Domain 2

Teach, model, and reinforce clear behavior expectations for all areas of the school.

-Student Council Cleaner Bathroom Initiative

-PBIS - CHAMPS/Golden Ticket – Clause for applause

-International Student Program Assembly

-National Honor Society Assemblies

Have a voice and take informed action.

-Teacher class observations to identify areas of improvements and self-reflection

-Student Council

-Teacher Practice in Domain 2

Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures.

-PBIS - CHAMPS/Golden Ticket – Clause for applause

-Growth Mindset

-Social Emotional Learning Supports established

-School vision and mission

-Teacher practice in Domain 2

-Vision is articulated through meetings with parents , BAC, PAC, LSC, ILT, open house,

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).

- Students initiate and lead some school improvement initiatives.
- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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:

Score

1 **2** 3 4

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.

PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.

- CHAMPS
- SEL Team
- SEL MTSS
- 5 Essentials

INSTRUCTIVE - Integrate universal SEL skills instruction and core content.

- CHAMPS
- Second Steps
- Guidance Curriculum Class
- Curriculum and Instruction
- SEL MTSS
- 5 Essentials

RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.

- CHAMPS
- 5 Essentials

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations,

- build social & emotional skills, repair relationships, and cause minimal disruption to learning.
- Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
- Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score

1 2 3 4

Establish a non-threatening, welcoming environment that is warm, inviting, and helpful

- School translator list visible in main office
- Student work on bulletin boards
- Welcome signs in English and Spanish

Provide frequent high quality, well-published opportunities for families and community to participate in authentic and engaging activities in the school community

- Parent volunteer program in Kindergarten
- Open House, teacher meet and greet, gallery walks, Multicultural Fair, assemblies, talent show, Chicago Fun Run
- Local School Council, Bilingual Advisory Committee, Title 1 Parent Advisory Committee and Girl Scout volunteer meetings and trips, Chicago Run Fun runs, RISE parent field trips,
- Twitter, Facebook, Classdojo, teacher set-up text communication with parents
- Multicultural Fair, family night, assemblies, science fair, talent show, sports, Mariachi concert, African-American concert, Fundraisers, Field Day, Chicago Fun Run
- Big Green Parent volunteer garden team during the Summer

Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- Parent/teacher communication via texts, conferences, and e-mails
- Parent University meetings
- Summit Platform parent informational meetings
- Title 1 Parent Advisory committee, Bilingual Advisory committee, RISE meetings, Open House, and International Student Exchange (ISEP) meetings, IEPs, LSC
- Agendas and Sign-In sheets for PAC, BAC, ISEP, LSC
- Ability to schedule meeting with teacher
- Report-Card Pickup
- Surveys
- Multicultural fair, assemblies, concerts, fundraisers,
- Active Twitter, Facebook, and school website

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)

- Teachers present at parent workshops (BAC, PAC meetings) to share how parents can help at home
- RISE technology and ESL classes for parents
- Parents help create costumes, displays and decorations for school performances
- Promoting positive parenting styles through nightly reading, homework policies, and high expectations.
- Effective forms of communication forms for school-to-home and home-to-school via school letters, newsletter, bulletin boards, information tables, brochures, posters, tip sheets, suggestion box, Twitter, Facebook, text messaging, phone calls, school webpage, school calendar, home visits, and posted on marquee.
- Teams of parents in LSC, BAC and PAC (Title1) composed of parents, community members, Frida Kahlo organization, the principal, teachers, students, and staff is established.
- The Title 1 PAC committee and LSC uses school data to make decisions about priorities. School vision and mission, parent surveys, consulting parents,
- Parents are invited to participate in school field trips and eat lunch with their children
- Student Council presents during LSC meetings
- BAC and PAC bring in trainers to develop leadership for parents
- Community businesses are invited to school events and performances.
- Acknowledgment of donations or contributions by community businesses or parent leaders.
- Students write thank you notes to businesses and leaders that contribute to the school
- CPS Volunteer Registration Packet available in main office or school website

Frequently communicate with families about class and individual activities and individual students' progress.

- Communication forms for school-to-home and home-to-school via school letters, newsletter, bulletin boards, information tables, brochures, posters, tip sheets, suggestion box, Twitter, Facebook, text messaging, phone calls, school webpage, school calendar, home visits, and posted on marquee.
- Social emotional learning parent meetings, bulletin boards, information table, posters, newsletter
- Progress reports sent home 5, 15, 25, and 35 weeks. Parents also check grades in parent-portal and Summit Platform
- Parent-teacher conferences

Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.

- Home visits for students with excessive tardiness and absences

Provide proactive communications (e.g. parent feedback and resources)

- School letters, newsletter, bulletin boards, information tables, brochures, posters, tip sheets, suggestion box, Twitter, Facebook, text messaging, phone calls, school webpage, school calendar, home visits, and posted on marquee.
- Welcome signs in Spanish

Partner equitably with parent speaking languages other than English

- All school information is provided in Spanish and English
- BAC, LSC, and PAC meetings are in English and Spanish
- Translators provided during parent-teacher conferences
- Translator list in main office

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

4 Expectations for Quality & Character of School Life: Parent and Family Partnership

1	2	3	4	5	⊗
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4 Expectations for Quality & Character of School Life: Safety & Order

1	2	3	4	5	⊗
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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					
Utilizing the multi-tiered system of support to meet the needs of all students will lead to an increase in our national growth percentile.	73.00	73.00	79.00	85.00	90.00
National School Growth Percentile - Math					
Utilizing the multi-tiered system of support to meet the needs of all students will lead to an increase in our national growth percentile.	73.00	61.00	66.00	72.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Utilizing the multi-tiered system of support to meet the needs of all students will lead to an increase in our students meeting/exceeding national ave growth norms.	61.00	59.70	70.00	80.00	90.00
African-American Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
Utilizing the multi-tiered system of support to meet the needs of all students will lead to an increase in our hispanic growth percentile.	75.00	73.00	79.00	85.00	90.00
English Learner Growth Percentile - Reading					
Utilizing the multi-tiered system of support to meet the needs of all students will lead to an increase in our EL growth percentile.	86.00	62.00	68.00	74.00	80.00
Diverse Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
African-American Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
Utilizing the multi-tiered system of support to meet the needs of all students will lead to an increase in our hispanic growth percentile.	72.00	61.00	66.00	72.00	78.00
English Learner Growth Percentile - Math					
Utilizing the multi-tiered system of support to meet the needs of all students will lead to an increase in our EL growth percentile.	58.00	23.00	40.00	50.00	60.00
Diverse Learner Growth Percentile - Math					

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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National School Attainment Percentile - Reading (Grades 3-8)

Utilizing the multi-tiered system of support to meet the needs of all students will lead to an increase in our national attainment percentile.	49.00	56.00	62.00	68.00	72.00
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National School Attainment Percentile - Math (Grades 3-8)

Utilizing the multi-tiered system of support to meet the needs of all students will lead to an increase in our national attainment percentile.	61.00	59.00	65.00	71.00	77.00
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National School Attainment Percentile - Reading (Grade 2)

Utilizing the multi-tiered system of support to meet the needs of all students will lead to an increase in our national attainment percentile.	29.00	39.00	50.00	60.00	70.00
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National School Attainment Percentile - Math (Grade 2)

Utilizing the multi-tiered system of support to meet the needs of all students will lead to an increase in our national attainment percentile.	33.00	41.00	50.00	60.00	70.00
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% of Students Making Sufficient Annual Progress on ACCESS

Utilizing the multi-tiered system of support with a focus in language to meet the needs of all students will lead to an increase the percent of students making sufficient annual progress on ACCESS.	37.60	(Blank)	66.00	76.00	86.00
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Average Daily Attendance Rate

Implementation of CHAMPS, PBIS, and student incentives will lead to an increase our average daily attendance rate.	95.80	95.90	96.50	97.00	97.50
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My Voice, My School 5 Essentials Survey

Continued involvement with parents, students, and teachers will lead to an improved school culture	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Retrain teachers on how to implement the multi-tiered systems of support to meet the needs of our students at all tiered levels of instruction	Students properly identified with academic and social emotional interventions in a timely manner	All students receiving just-in-time support as measured in the academic growth and attainment for Reading/Math NWEA (68%ile Reading, 71%ile Math) and the Measures of Supportive Environment of the 5Essentials Survey (Well organized)
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Tags:

Cycles of continuous improvement, Student data analysis, Academic mtss, Academic achievement, Academic growth, Balanced assessment and grading, Health and wellness

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Teachers will be provided with PD to define vision and develop systematic approach to supports system using professional readings, collaborative work time and constructive feedback	Admin Leadership Team	Sep 4, 2018 to Nov 2, 2018	On-Track

Student data analysis, Academic mtss, Academic achievement, Academic growth

Teachers will engage in ongoing analysis of student performance data to identify appropriate instructional tiers for all students including EL, DL and CGP students during identified collaborative work time	Teacher teams	Sep 4, 2018 to Jun 24, 2020	On-Track
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Academic expectations, Student data analysis

Provide PD for all teachers to correctly identify, implement and document progress of intervention support system	Admin Lead Teachers	Sep 4, 2018 to Nov 2, 2018	On-Track
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Academic mtss, Academic interventions

Conduct product review and select mathematics intervention program with integrated progress monitoring tool for grade level math performance for Grades K-5 to meet the needs of all our students with particular focus on our EL population	Math Lead Teacher teams (K-5)	Sep 4, 2018 to Dec 21, 2018	Not started
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English Learners, Progress monitoring, Interventions and supports, Math interventions, Math instruction

Work with teachers to create and implement plan for targeted instruction using 5-week Cycles of Improvement	Lead Teachers Teacher teams	Sep 4, 2018 to Jun 24, 2020	On-Track
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Cycles of continuous improvement, Targeted instruction

Teachers in grades 4-8 to engage in content-specific PD on differentiated instruction based on WIDA language proficiency levels	ELPT, Lead Teachers	Sep 4, 2018 to Nov 2, 2018	Not started
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English Learners, Differentiated instruction, Wida, Language proficiency

Conduct product review and select intervention program with integrated progress monitoring tool for grade level performance in Reading for Grades K-3 to meet the needs of our Dual Language population	Dual Language Lead, Lead Teachers	May 14, 2018 to Sep 14, 2018	On-Track
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Dual Language, Progress monitoring, Reading interventions

Conduct product review and select reading intervention program with integrated progress monitoring tool for 4th-8th grade.	Literacy Lead Teacher Teams (4th-8th)	Sep 4, 2018 to Dec 21, 2018	Not started
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Specialized Academic Programs - Gifted, Analysis of data, progress monitoring, rit instruction, small group instruction, Reading interventions

Strategy 2

If we do...

Engage in collaborative planning around the content frameworks developing aligned and balanced tasks and assessments for all grade levels and content areas

...then we see...

A vertically and horizontally aligned, interdisciplinary, inquiry and project-based curriculum

...which leads to...

All students (including EL, DL, CGP) having access to content-based standards in a rigorous, scaffolded environment as measured in the Ambitious Instruction section of the 5 Essentials survey and Domain 1 of the Teaching Framework, and indicated by an increase in growth and attainment (Growth:

85%ile Reading; 72%ile Math; Attainment: 68%ile Reading, 71%ile Math) on our NWEA metrics.

Tags:

1, Daily objectives, Achievement rigor, Formative assessments, benchmarks, Aligned curriculum, Balanced assessment and grading, Health and wellness

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
Provide teachers with PD to review and refine the UBD Framework with particular focus on Stage 2- Assessments	Administration Leadership Team	Sep 4, 2018 to Dec 21, 2018	Not started

Rigorous tasks, Assesement, Planning for instruction, Ubd units

Using the UBD Framework - work with teacher teams to strategically map out unit goals and develop common assessments/tasks aligned to content scope and sequence with consideration to differentiation to meet the needs of our EL, DL an CGP students.	Leadership Team Teacher teams	Sep 4, 2018 to Dec 21, 2018	Not started
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Achievement rigor, Aligned curriculum, Aligned scope and sequence, Ubd units

Provide collaborative time for teachers to develop and update assessments (formative, summative, performance-based), tasks, and rubrics aligned to unit goals	Administration	Apr 6, 2018 to Jun 24, 2020	On-Track
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Aligned scope and sequence, Ubd units, Learning goals

Provide all mathematics teachers will PD and support for implementation of the CCSS Math Practices with particular focus on Math Practice 6 - Precision.	Math Lead	Sep 3, 2018 to Nov 2, 2018	Not started
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Professional development, Math curriculum, Math practice standard, Ccss mathematics

Provide all literacy teachers with PD and support for implementation of CCSS Reading and Writing focusing on writing.	Literacy Lead	Sep 4, 2018 to Dec 21, 2018	Not started
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Professional development, Gifted, Literacy curriculum, Ccss literacy

Strategy 3

If we do...

Train teachers on how to use the Looking at Student Work Protocol to analyze tasks and student work samples as part of professional learning during K-8 grade level meetings to gain a deeper understanding of the level of rigor and actualization of the standards

...then we see...

A clear progression of student work and gain insight into research-based instructional next steps to support college and career readiness levels

...which leads to...

Improved academic performance in classes as measured by the Ambitious instruction section of the 5Essentials report (Well Organized) and as indicated by an increase in growth and attainment (Growth: 85%ile Reading; 72%ile Math; Attainment: 68%ile Reading, 71%ile Math) on our NWEA metrics.

Tags:

Teacher Teams/Collaboration, Rigorous tasks, Classroom rigor, Authentic tasks, Student work, Aligned assssments, Balanced assessment and grading

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Lead teachers to receive professional development on Looking at Student Work Protocol	Administration	Jun 1, 2018 to Sep 4, 2018	Not started

Classroom rigor, Authentic tasks, Student work protocol, Aligned assssments

Teachers to engage in PD to learn best practices for implementing Looking at Student Work protocol

Leadership Team
Teacher Teams

Sep 4, 2018 to
Nov 2, 2018

On-Track

Classroom rigor, Authentic tasks, Student work protocol

Establish a calendar to utilize common planning time to analyze student work identifying patterns and areas of need - Literacy, Math, Science

Administration,
Leadership Team

Sep 4, 2018 to
Jun 21, 2019

Not started

Student work, Analyze student work, Professional learning calendar

Teachers to engage in PD and receive support for on implementing the Data Driven Instructional cycles utilizing student work samples and assessment results during institute days and identified collaborative work time.

Leadership team

Sep 4, 2018 to
Dec 21, 2018

On-Track

Data driven instruction, Student work, Assessment data, Data cycles

Action Plan

Strategy 1

ON-TRACK

Teachers will be provided with PD to define vision and develop systematic approach to supports system using professional readings, collaborative work time and constructive feedback"

Sep 04, 2018 to Nov 02, 2018 - Admin Leadership Team

Status history



ON-TRACK

Dec 06, 2018
Evidence

NOT STARTED

Jun 08, 2018
Evidence
Agendas, Sign-in rosters, CPDUs

ON-TRACK

Teachers will engage in ongoing analysis of student performance data to identify appropriate instructional tiers for all students including EL, DL and CGP students during identified collaborative work time"

Sep 04, 2018 to Jun 24, 2020 - Teacher teams

Status history



ON-TRACK

Dec 06, 2018
Evidence
DDI cycles started in November. On-going.
DDI cycle agendas.

NOT STARTED

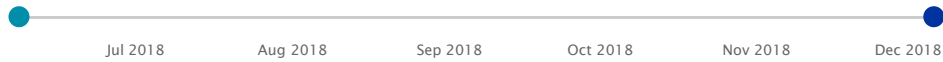
Jun 08, 2018
Evidence
Minutes from Grade Level meetings

ON-TRACK

Provide PD for all teachers to correctly identify, implement and document progress of intervention support system"

Sep 04, 2018 to Nov 02, 2018 - Admin Lead Teachers

Status history

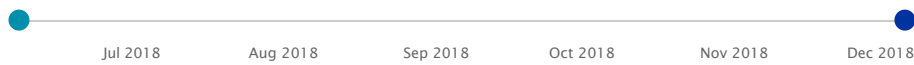


ON-TRACK Dec 06, 2018
Evidence
 November 9th PD day-MTSS training; Zavala.

NOT STARTED Jun 08, 2018
Evidence
 Agenda, sign-in rosters, CPDUs

ON-TRACK Work with teachers to create and implement plan for targeted instruction using 5-week Cycles of Improvement"
 Sep 04, 2018 to Jun 24, 2020 - Lead Teachers Teacher teams

Status history



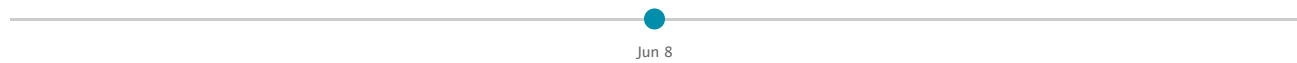
ON-TRACK Dec 06, 2018
Evidence
 First cycle will end week of December 21. Data will be evaluated and next steps identified.
 Student attendance sheets.

NOT STARTED Jun 08, 2018
Evidence
 Unit/Lesson Plan, Progress monitoring

NOT STARTED
 Conduct product review and select mathematics intervention program with integrated progress monitoring tool for grade level math performance for Grades K-5 to meet the needs of all our students with particular focus on our EL population"

Sep 04, 2018 to Dec 21, 2018 - Math Lead Teacher teams (K-5)

Status history



NOT STARTED Jun 08, 2018
Evidence
 Program samples, grade level meeting notes, Product selection and purchase, Small group lesson plans

NOT STARTED Teachers in grades 4-8 to engage in content-specific PD on differentiated instruction based on WIDA language proficiency levels"
 Sep 04, 2018 to Nov 02, 2018 - ELPT, Lead Teachers

Status history



NOT STARTED Jun 08, 2018
Evidence
 Agenda, CPDUs, Unit/lesson plans

ON-TRACK
 Conduct product review and select intervention program with integrated progress monitoring tool for grade level performance in Reading for Grades K-3 to meet the needs of our Dual Language population"

May 14, 2018 to Sep 14, 2018 - Dual Language Lead, Lead Teachers

Status history



Jun 8

ON-TRACK Jun 08, 2018
Evidence
Product selection and purchase, Implementation of product, Small group lesson plans

NOT STARTED Conduct product review and select reading intervention program with integrated progress monitoring tool for 4th-8th grade."
Sep 04, 2018 to Dec 21, 2018 - Literacy Lead Teacher Teams (4th-8th)

Status history



NOT STARTED Jun 08, 2018
Evidence
Product selection and purchase, implementation of product, small group lesson plans, progress monitoring

Strategy 2

NOT STARTED
Using the UBD Framework - work with teacher teams to strategically map out unit goals and develop common assessments/tasks aligned to content scope and sequence with consideration to differentiation to meet the needs of our EL, DL an CGP students."
Sep 04, 2018 to Dec 21, 2018 - Leadership Team Teacher teams

Status history



NOT STARTED Jun 08, 2018
Evidence
Content/grade level scope & sequence, Curriculum Map, Unit/Lesson plans

ON-TRACK
Provide collaborative time for teachers to develop and update assessments (formative, summative, performance-based), tasks, and rubrics aligned to unit goals"
Apr 06, 2018 to Jun 24, 2020 - Administration

Status history



ON-TRACK Jun 08, 2018
Evidence
Grade level minutes, Unit assessments

NOT STARTED Provide teachers with PD to review and refine the UBD Framework with particular focus on Stage 2- Assessments"
Sep 04, 2018 to Dec 21, 2018 - Administration Leadership Team

Status history



NOT STARTED Jun 08, 2018
Evidence
Agendas, Grade level minutes, Unit/Lesson plans

NOT STARTED
Provide all mathematics teachers will PD and support for implementation of the CCSS Math Practices with particular focus on Math Practice 6 - Precision."

Status history



NOT STARTED

Jun 08, 2018
Evidence
Agendas, CPDUs, Unit/lesson plans

NOT STARTED

Provide all literacy teachers with PD and support for implementation of CCSS Reading and Writing focusing on writing."
Sep 04, 2018 to Dec 21, 2018 - Literacy Lead

Status history



NOT STARTED

Jun 08, 2018
Evidence
Agendas, CPSUs, Unit/lesson plans

Strategy 3

NOT STARTED

Lead teachers to receive professional development on Looking at Student Work Protocol"
Jun 01, 2018 to Sep 04, 2018 - Administration

Status history



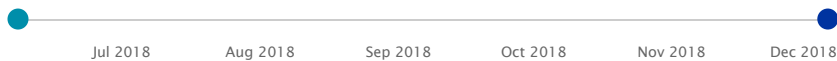
NOT STARTED

Jun 08, 2018
Evidence
Agenda, CPDUs, sign-in roster

ON-TRACK

Teachers to engage in PD to learn best practices for implementing Looking at Student Work protocol"
Sep 04, 2018 to Nov 02, 2018 - Leadership Team Teacher Teams

Status history



ON-TRACK

Dec 06, 2018
Evidence
EQuIP Protocol ongoing pd.
Grade level agendas.

NOT STARTED

Jun 08, 2018
Evidence
Agenda, sign-in roster, CPDUs

NOT STARTED

Establish a calendar to utilize common planning time to analyze student work identifying patterns and areas of need - Literacy, Math, Science"
Sep 04, 2018 to Jun 21, 2019 - Administration, Leadership Team

Status history



NOT STARTED

Jun 08, 2018

Evidence

Established calendar, Grade level meeting minutes

ON-TRACK

Teachers to engage in PD and receive support for on implementing the Data Driven Instructional cycles utilizing student work samples and assessment results during institute days and identified collaborative work time."

Sep 04, 2018 to Dec 21, 2018 - Leadership team

Status history



ON-TRACK

Dec 06, 2018

Evidence

DDI cycle agendas.

NOT STARTED

Jun 08, 2018

Evidence

Agenda, sign-in roster, CPDUs

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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

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

The Title 1 Annual Meeting and Title 1 PAC organizational meeting will be held on September, 2018. All information will be both in English and Spanish and readily available on the Hurley website. <http://hurley.cps.edu>

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

The Title 1 Annual Meeting and Title 1 PAC organizational meeting will be held on September, 2018. All information will be both in English and Spanish and readily available on the Hurley website. <http://hurley.cps.edu> Meetings are announced in the school calendar and notices are sent home seven days prior to the meeting.

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.

Parents will hold their schedule monthly ESSA-PAC, BAC and LSC meetings. Parents can request that the administration speaks about specific topics during the scheduled meetings. Parents are encouraged to ask questions during the public participation part of the meetings. When parents have additional and specific requests, they are welcomed to call/come to the school and ask their questions. When possible and appropriate school can respond immediately to parents' suggestions.

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.

Results of State mandated assessments such as NWEA and ACCESS for ELs will be sent home with the student as soon as they are made available to the school. Students' results along with an explanation of the results in the native language and in English will be provided. There will be general data information meetings held and an open house at the beginning of the school year. When assessments results are in, parents receive information about the students' tests with an explanation in native language and in English. Additionally, parent informational presentations are held during the first few meetings of the parent committee, BAC, LSC and ESSA-PAC.

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.

If in case that a student and/or group of students is taught by a teacher who is not highly qualified, as defined by the Title I final regulations, for at least 4 consecutive weeks, parents will be informed by a written notice of such occurrence.

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.

The school will assist parents of participating ESSA Title I children, understand the State's academic standards mandated academic assessments, including the alternative assessments, the requirements of Title I part A: how to monitor the child's progress, and how to work with educators, by publishing a Parent Guide that includes the information listed previously.

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.

Hurley sends a monthly newsletter informing parents about academic and other school activities. Hurley hosts weekly computer, ESL, Visuals Arts, Tailoring, and Dance classes for adults. Hurley engages parents in hands on informational meetings for Summit personalized learning platform and dual language program. Diverse learner staff will continue to work with parents in developing individualized plans.

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.

During staff development in institute days the administration shares the parents' concerns and point of views. Administration builds cultural awareness and staff receives feedback after parents questionnaires are filled.

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.

All board approved school calendars are shared immediately with family and community. All parents are informed of school activities by the monthly calendar and newsletter, as well as, the school marquee in the native language and in English. All parents are welcomed and are invited to participate in school activities.

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.

All school and parent activities are published in the monthly calendar and in the newsletter. Both informational documents are published in English and in Spanish. When additional activities are scheduled and are not published in the calendar and/or newsletter an additional specific note will be issued, in English and Spanish, and sent to parents. All documents, letters, newsletters and notices are sent in written in English and Spanish.

Policy Implementation Activities

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

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

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

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

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

n/a

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.)

The Mission of the Hurley School Community, in collaboration with family and community partners, is to educate all our students, including English learners, gifted and diverse learners, through a rigorous educational program that encompasses outstanding character values, inquiry, critical thinking, and student-centered exploration. We are committed to academic excellence, fine arts and technology that supports our students' readiness for success in college and career as well as celebrated our cultural differences in a safe environment. Hurley's Vision is to provide a rigorous educational program that integrates the fine, performing arts and technology into the curriculum to pursue academic excellence. Our learning community is dedicated to encouraging and supporting all students, including English learners, gifted and diverse learners, while instilling values of good citizenship and respect for all cultures. We are committed to preparing and graduating students with academic, technological and artistic knowledge, to excel and compare in the ever-changing global community.

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.

The school will have parent-teacher conferences in which this compact will be discussed as it relates to each individual student's academic achievement. The conferences will be held during first and third quarter marking periods as scheduled by the District. Parent-Teacher conferences are also held at the request of either party to inform parents of the students' progress.

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 will provide parents with frequent Student Progress Reports. Student Progress Reports are sent home to parents every five weeks of the year-round school calendar. Parents will receive report cards four times a year with two being teacher conferences. All students will receive a report with information about student's progress. Other reports include district and state mandated assessments such as NWEA, Dibels, NEXT, IDEL, ACCESS for ELL's, any new district and weekly assessments results. Parent and/or teacher can request a follow-up conference, if needed.

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

School staff is available before and after school and/or with appointment. Parents also meet staff at the beginning of the school year, during open house, and report card pick-up days. Any time that there are field trips parents communicate with office and teaching staff. Additionally, planning committee meetings give parents the opportunities to communicate with administrators and office staff on a monthly basis

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.

In accordance with CPS policy, parents come, observe, participate, and ask questions during Open House, assemblies, field trips, and on any occasion that they wish to sit in their child's classroom to observe.

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

Parents can support and monitor their children's learning as follows: students will attend school regularly, on time, parent will provide a quiet place to study, by monitoring that the homework is completed, signing the agenda everyday, reading with child at home, attending parent-teacher conferences and communicating with teachers and instilling positive behaviors for home and school, show respect for school staff.

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 participate in the decisions relating to the education of their children by directly participating in the school's LSC, BAC, and ESSA-PAC monthly parent committees, and by attending additional parent workshops and demonstrations. Parents can consult teachers, staff and/or check the website by calling and/or visiting the school.

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

Students will share the responsibility by attending school regularly, coming on time prepared with their homework and supplies, work hard in class, having positive attitude toward self and their learning. Middle school students will share a greater responsibility in becoming independent learners by setting academic goals for themselves, deciding how to accomplish these goals, and assessing their achievements through aspiration portfolios and participating in an advisory period, and adopting the middle school model from 6-8th grade that will allow them to transition into HS smoothly. Students will work to resolve conflicts in positive and nonviolent ways. Students are recognized for good and perfect attendance. Hurley is a PBIS school that recognizes and encourages positive behavior. The addition of CHAMPS to PBIS will continue to support the MTSS behavioral model with Social Emotional Support. Every month the Golden ticket winners receive an incentive and meet with the principal, classrooms who meet the monthly goal for CLAWS for APPLAUSE receive their choice of incentive awards for the class as a whole, the student council can make proposals on issues of improving their participation in academic life. Students are recognized when they participate in sports teams, art activities, clubs, academic teams, and fine art/enrichment student groups.

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.

Meetings for parents throughout the year will include but not limited to: Common Core content standards, student's academic achievement standards, local academic assessments including alternate assessments, the requirements of Title 1, Part A: how to monitor their child's progress; and how to work with educators. Literacy, math, and SEL training.

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 only. Use this account for equipment with a per unit cost of less than \$500.	\$	1580 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	650 .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)	\$	1500 .00

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

\$	500	.00
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<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.

\$	700	.00
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<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
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<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**
Must be educational and for parent use only.

\$	Amount	.00
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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
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