Thomas Hoyne Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/02/2018	Staff	SEF
01/30/2018	ILT	Priorities

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

Data from REACH observations, check-in-visits, and weekly lesson plan review, the administration determined that 11 out of 11 classroom teachers deliver daily comprehensive instruction that's aligned with the instructional block schedules for ELA and Math. In addition, 9 out of 9 gen. ed. classroom teachers incorporate small group instruction into their daily practice in direct alignment with the school's brand. As a result, the ILT found that 11 out of 11 teachers create comprehensive lesson plans and follow the instructional block schedules. As a result, 100% of Kdg. – 8th grade teachers are delivering daily small group instruction.

Parent participation during Parent-Teacher Conferences on Report Card Pick-up day slightly increased by 2%, or is approx. 95%. Additionally, K – 2nd grade parents receive individualized DIBELS reports, 3rd – 8th grade parents receive their child's NWEA Student Progress Reports, all 1st – 8th grade parent receive their child's On-Track data, and students in grades k-8 will begin conducting student led Student-Parent-Teacher Conferences during report card pick-up.

Upper grade teachers and administration facilitate Upper Grade parent meetings with 20% parent attendance.

Approx. 70% parents attended the State of School Address.

All staff participated in the SEF Staff survey where 100% of staff agree that the school's vision is clearly identified.

The SY17 REACH Students Educator Evaluation: Preliminary Professional Practice Summary (PPPS) indicates that 92% of teachers are proficient or distinguished in Domain 1: Planning and Preparation.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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.

> All ILT meetings are pre-scheduled (monthly), are organized via an agenda, and minutes are recorded and shared after the meetings.
>
> The Hoyne SEF Staff Survey revealed that information discussed in ILT meetings is shared consistently with the entire staff.
>
> The ILT analyzes school wide assessment data and identified math as the areas of focus. The team also determined that REACH domains 1d: Designing Coherent Instruction and 3d: Engaging Students in Learning where the areas for improvements. At the Oct ILT meeting, the team will create a schedule for teachers to receive individualized support from their colleagues who are experts in the areas of improvements identified on the PPPS.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

Professional Learning:

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

Score

1   2   **3**   4

5essentials data for Effective Leaders and Collaborative Teachers was inconclusive.

The Hoyne SEF Staff survey indicates that 77% of teachers feel the feedback they've receive has allowed them to grow professionally.

(SY18 SQRP) NWEA Reading & Math Growth: 3rd – 8th grade students are at the 75th and 85th percentile respectively compared to national averages.

(SY18 SQRP) NWEA Reading & Math Attainment: 3rd – 8th grade students are at the 70th and 58th percentile respectively compared to national averages.

(SY18 SQRP) 61.9% of Students Met/Exceeded National Average Growth Norms

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ Teaching the Teachers
- ✓ Making Better Use of Research
- ✓ Upcoming Professional Learning Opportunities
- ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1 **2** 3 4

All school-wide and individual staff schedules are shared before and on the first day of classes for students, as well as posted on the school's website and in the Staff Handbook.

Administration conducts expectation meetings with all staff to during Teacher Institute and Professional Development Days. Principal and staff sign off on list of expectations as well as the Staff Handbook.

A list of community-based organizations that partner with the school has been documented with the LSC.

Students receiving additional small group instruction and the BURST Reading Intervention, saw an increased of 1 – 2 levels as indicated by TRC.

The school's budget is shared with the LSC and guests at monthly LSC meetings.

All staff participated in scoring the SEF categories and assigning some evidence.

The entire staff has participated in Adverse Child Experiences (ACE) Training during the opening week PD for SY18. ACE's will help staff develop strategies for effectively identifying and supporting students who have experience trauma.

All K-5 grade teachers and teacher assistants received PATH training during the Opening Week PD SY18. PATHS is a Social Emotional Learning program designed to support all students with relational issues and concerns, while providing supports and skills that will allow healthy and positive interactions among students, their peers, and adults.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Aligning Resources with Priorities: Focusing on What Matters Most
✓ Instructional Supports
✓ Strategic Source Vendor List
✓ CPS Instructional Time Guidelines: Elementary School Overview
✓ CPS Instructional Time Guidelines: High School Overview
✓ CPS Instructional Block Guidance: K-2 Literacy
✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1   **2**   3   4

All teachers utilize the network's planning guides/pacing maps to plan for daily grade level instruction. Teachers receive monthly lesson plan feedback from administration.

(SY18 SQRP) NWEA Reading & Math Growth: 3rd – 8th grade students are at the 75th and 85th percentile respectively compared to national averages.

(SY18 SQRP) NWEA Reading & Math Attainment: 3rd – 8th grade students are at the 70th and 58th percentile respectively compared to national averages.

(SY18 SQRP) 61.9% of Students Met/Exceeded National Average Growth Norms

The SY17 Preliminary Professional Practice Summary indicates teachers for 3a Communicating with Students: 33.3% distinguished, 60.6% proficient, 6.1% basic, 0% unsatisfactory

The SY17 Preliminary Professional Practice Summary indicates teachers for 3c – Engaging Students in Learning: 24.2% distinguished, 63.6% proficient, 9.1% basic, 3% unsatisfactory

The SY17 Preliminary Professional Practice Summary indicates teachers for 1a – Demonstrating Knowledge of Content and Pedagogy: 18.2% distinguished, 68.2% proficient, 13.6% basic, 0% unsatisfactory

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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	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
- ✓ 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

All K-5th grade teachers utilize the McGraw Hill Reading series "Wonders." Wonders is a comprehensive reading basal that encompasses fiction, non-fiction, and literature selections. All text selections have supporting lessons and activities that are differentiated. This resources is hard copy and as well as online. The 6th grade version is exclusively online. Teachers have expressed an interest in possibly purchasing a new reading series after researching viable options.

All 3rd-8th grade reading teachers utilize Wordly Wise, a targeted direct vocabulary instructional resource that is supplemental to the vocabulary introduced in the basal series.

Newsela is an online informal text based resource that is available to all K-8th grade teachers. Newsela offers a variety of text for each core content area. Teachers and/or students can select the lexile level for each selection. Differentiate leveled comprehension questions and quizzes are also available.

K-6th grade math teachers utilize Envisions Math.

The above materials and resource are evidenced in all K-8th teacher's plans with the exception of 7th - 8th math. The 7th – 8th teacher primary creates real-world problems and examples and delivers daily instruction based from those examples.

Results from the Hoyne SEF Staff Survey indicated that 82.4% of teachers and ESP's feel that there's adequate technology to support instruction, 60% integrate/utilize technology into their instruction daily, 33% integrate/utilize technology 2-3 times/week, and 7% rarely use it or don't use it at all.

5Essentials data indicates that our Comparative Performance on Ambitious Instruction and Supportive Environment are both rated Most Implementation.

The SY17 Preliminary Professional Practice Summary indicates teachers for 1b – Demonstrating Knowledge of Students: 22.7% distinguished, 72.7% proficient, 4.5% basic, 0% unsatisfactory

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1 2 **3** 4

During weekly grade level team meeting, teachers utilize the Depth of Knowledge (DOK) Rubric to rate student task. Teachers then offer constructive feedback to the facilitating teacher on ways to modify the task to engage all students, and next steps for future lessons/activities.

Teachers submit student task bi-weekly. Attached to the tasks is the CCSS and individual skills covered. All tasks are rated by admin either aligned, partially, or not aligned.

All K – 8th grade teachers agreed to create two authentic teacher-made assessments or student tasks per month. All assessments/tasks are submitted bi-weekly. Feedback is given however is not always timely.

The SY17 Preliminary Professional Practice Summary indicates teachers for 1c – Selecting Learning Objectives: 27.3% distinguished, 63.6% proficient, 4.5% basic, 4.5% unsatisfactory

The SY17 Preliminary Professional Practice Summary indicates teachers for 1d – Designing Coherent Instruction: 18.2% distinguished, 77.3% proficient, 4.5% basic, 0% unsatisfactory

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	✓ 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. 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

- ✓ Teaching for Robust Understanding in Mathematics (TRU Math)
- ✓ Math Practices: What to Look For Observation Tool
- ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
- ✓ Student Work Protocol (EQuIP)
- ✓ Slice 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

Score

1 **2** 3 4

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)

8th grade students visited Purdue University for a college tour. Students and parents were presented with high school expectations for college enrollment, information of colleges' national rankings, and various college to career expectations regarding future employers and employment.

All 6th -8th grade students were given "College Readiness" documents to track their grades, GPA, attendance rates, and discipline infractions. Documents are updated every 5 weeks by students.

The SY17 Preliminary Professional Practice Summary indicates teachers for REACH component 2b – Establishing a Culture for Learning: 63.6% distinguished, 30.3% proficient, 6.1% basic, 0% unsatisfactory

Our current On-track rate is 45.6%.

Our attendance rate is currently 94.5%.

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

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**

> MOY NWEA data indicates that there are no diverse learners at/above grade level in reading or math for 2nd – 8th grade. Administrative observations, lesson plan review, and gradebook monitoring reveals that 5th – 8th diverse learners are not receiving daily grade level specific instruction.
>
> MOY NWEA math data indicates that 27.75% of 2nd – 8th grades students are at or above grade level which could suggests that students were not receiving comprehensive daily instruction.
>
> Currently, all teachers plan for and deliver targeted small group reading and math instruction daily. Progress is tracked weekly and 5 week assessments have been created to measure mastery of the skills covered in small group.

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

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**

All K – 8th grade teachers agreed to create two authentic teacher-made assessments and tasks per month. All assessments and tasks are submitted bi-weekly. Feedback given but not timely.

Analysis of lesson plans revealed that 5 out of the 11 classroom teachers backwards plan, or plan with the end in mind, while the remaining teachers utilize pre-made assessments embedded in the reading and math series.

3rd – 8th teachers utilize current MOY NWEA data and the learning continuum to create small groups and develop small group assessments weekly.

Gradebook monitoring is scheduled for Tuesday of each week. Gradebook monitoring following the Network's Gradebook protocol is inconsistent.

Each grade band, i.e, K-2, 3-5, & 6-8 collaborated and created a grading policy that is communicated to all teachers, students, and parents via the Staff Handbook, and the Student-Parent Handbook. The policy is also posted on the school's website.

On average, 95% of parents attend report card distribution days. An increase of 2% from the following year.

Currently there are 241 Parents registered for Parent Portal. Student population is 253.

Guide for Balanced Assessment & Grading

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

complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP 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	B1. 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

> Teachers utilize Burst, a supplemental reading intervention that's is directly aligned to our primary reading comprehension program. All K-2nd grade students who are categorized as strategic and needing Intensive support receive the Burst intervention 30 minutes 5 days/week.
>
> The MTSS/ILT identified specific students who were below grade level proficiency that would be targeted for pull-out instruction, and with administration, created an action plan designating staff for pull-out instruction. No diagnostic assessment was utilized, however small group assessments indicate that at least 60-75% of targeted students are mastering skills outlined in the learning continuum by EOY testing.
>
> All 6th -8th grade students were given "College Readiness" documents to track their grades, GPA, attendance rates, and discipline infractions for on-track rates. Documents are updated quarterly by students.
>
> 2017 5essential data indicates that the Ambitious Instruction and Supportive Environment rating is Very Strong.
>
> The following evidence represents current school year ratings assigned to all classroom teachers for REACH component 2d – Managing Student Behavior: 72.7% distinguished, 27.3% proficient, 0% basic, 0% unsatisfactory.

Guide for Multi-Tiered System of Supports
- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.

- Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
- Classrooms are student-centered with student agency.
- Each student has the opportunity to advance upon demonstrating mastery.
  - **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
    - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
  - **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.
    - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
    - Determine appropriate interventions for students or groups of students not making adequate progress.
    - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Culture for Learning:

Score

1   2   **3**   4

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.

SY17 5Essentials data indicates that our Comparative Performance on Ambitious Instruction and Supportive Environment are both rated Very Organized.

SY17 5Essentials data indicates that our Comparative Performance on Collaborative Teachers were rated Weak.

(2018 SQRP) NWEA Reading & Math Growth: 3rd – 8th grade students are at the 75th and 86th percentile respectively compared to national averages.

(2018 SQRP) NWEA Reading & Math Attainment: 2nd – 8th grade students are at the 70th and 58th percentile respectively compared to national averages.

The SY17 Preliminary Professional Practice Summary indicates teachers for REACH component 2b – Culture of Learning: 63.6% distinguished, 30.3% proficient, 6.1% basic, 0% unsatisfactory

During weekly grade level team meeting, teachers utilize the Depth of Knowledge (DOK) Rubric to rate student task. Teachers then offer constructive feedback to the facilitating teacher on ways to modify the task to engage all students, and next steps for future lessons/activities.

Teachers submit one reading and math student tasks folders bi-weekly. Feedback on tasks is given but not timely.

Administration observations revealed that high expectations are not communicated regularly during daily instruction. The Hoyne SEF Staff survey indicated that 97% of teachers and ESP's believe that all students should make at least 1 year of progress every year.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

The 2018 Hoyne SEF Staff survey indicated that 90% of teachers and ESP's feel supported by administration. 85% feel supported by their colleagues.

The SY17 Preliminary Professional Practice Summary indicates teachers for REACH component 1b – Demonstrating Knowledge of Students: 22.7% distinguished, 72.7% proficient, 4.5% basic, 0% unsatisfactory

The SY17 Preliminary Professional Practice Summary indicates teachers for REACH component 2a – Creating an Environment of Respect and Rapport: 81.8% distinguished, 18.2% proficient, 0% basic, 0% unsatisfactory

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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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)	

Student Voice, Engagement, & Civic Life:

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

SY17 5Essentials data indicates that our Comparative Performance on Supportive Environment is rated Very Organized.

The SY17 Preliminary Professional Practice Summary indicates teachers for REACH component 2a – Creating an Environment of Respect and Rapport: 81.8% distinguished, 18.2% proficient, 0% basic, 0% unsatisfactory

The SY17 Preliminary Professional Practice Summary indicates teachers for REACH component 3c – Engaging Students in Learning: 24.2% distinguished, 63.6% proficient, 9.1% basic, 3% unsatisfactory

Approx. 40% of all 6th - 8th grade students participate in basketball, flag football, and volleyball.
40 1st – 4th grade boys participate in the Principal's Intramural Basketball Mentoring Program once/week.

Approx. 20% of all K-8th students participate in the end-of-year gym show facilitated by the P.E. teacher.

Teachers facilitate plays, shows, and assemblies throughout the year that various students and classrooms participate in.

A student advisory council was formed. This group meets monthly with the principal to discuss student related issues, concerns, and interests.

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

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

SY17 5Essentials data indicates that our Comparative Performance on Safety is rated Very Strong.

The 2018 Hoyne SEF Staff survey indicates that 97% of staff feel that the school has procedures in place for the safety of all staff and students.

The SY17 Preliminary Professional Practice Summary indicates teachers for REACH component 2a – Creating an Environment of Respect and Rapport: 81.8% distinguished, 18.2% proficient, 0% basic, 0% unsatisfactory

The SY17 Preliminary Professional Practice Summary indicates teachers for REACH component 2d – Managing Student Behavior: 72.7% distinguished, 27.3% proficient, 0% basic, 0% unsatisfactory

All staff has access to the Hoyne School Behavior Matrix and Student Logger. The behavior matrix outlines student infractions by degree of severity and where each incident should be addressed (classroom or office). Student Logger allows all staff to submit both positive behaviors and student violations. All staff can access each of their student's log. However, the matrix and logger is inconsistently utilized. On average, 3-5 students are sent to the office for incidents that can be addressed within the classroom.

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

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.

> The SY17 Preliminary Professional Practice Summary indicates teachers for REACH component 2d – Managing Student Behavior: 72.7% distinguished, 27.3% proficient, 0% basic, 0% unsatisfactory
>
> SY17 5Essentials data indicates that our Comparative Performance on Supportive Environment is rated Very Strong.
>
> Current Dashboard metrics indicate that 55.1% of all entered misconducts result is Instructive, Corrective Restorative Practices, while 10.81% results in in- and/or out-of-school suspension.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Restorative Practice Guide & Toolkit
✓ Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 **2** 3 4

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.

Principal communicates to parents and school community weekly via Weekly Phone Blast (Black Board Connect).

The school's website is updated monthly. Parents are reminded to access weekly.

The school has a free mobile app via Education Networks where all stakeholders are able to access school updates and website via their smart phones/tablets
.
All teachers communicate with parents, however there is currently no formal protocol for monitoring communication.

5essential data for Involved Families was Neutral.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Teachers will utilize the NWEA Learning Continuum to form student groups and then deliver explicit small group instruction daily. By EOY, at least 80% of students will have mastered the skills covered. Teachers will use exit slips, Mars Tasks, and teacher-made quick assessments to gauge and monitor mastery.	85.00	75.00	77.00	80.00	85.00
National School Growth Percentile - Math					
Teachers will utilize the NWEA Learning Continuum to form student groups and then deliver explicit small group instruction daily. By EOY, at least 80% of students will have mastered the skills covered. Teachers will use exit slips, Mars Tasks, and teacher-made quick assessments to gauge and monitor mastery.	60.00	86.00	95.00	88.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms					
n/a	60.40	61.90	0.00	0.00	0.00
African-American Growth Percentile - Reading					
Teachers will utilize data from the MOY Heat Maps, the learning continuum and other assessments to plan for and deliver small group and/or individual instruction to increase student mastery by at least 5% over the next two years.	85.00	75.00	90.00	78.00	80.00
Hispanic Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
DL teachers will continue to modify gen. ed. lesson plans, tasks, and activities in a effort to deliver and expose DL students to grade level material. Accordingly, the expected % of students meeting growth targets should increase by at least 3%.	(Blank)	(Blank)	35.00	38.00	40.00
African-American Growth Percentile - Math					
At the start and after MOY testing, teachers receive a list of learning statements or skills for the areas students are most deficient in, i.e. geometry or numbers and operations, according to the NWEA learning continuum. As such, teachers utilize this data to design and deliver targeted small group instruction focusing on these deficiencies. Teachers progress monitor student proficiency and record data utilizing the Math Small Group Progress Monitoring Template.	57.00	85.00	90.00	87.00	90.00
Hispanic Growth Percentile - Math					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Math					

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
n/a	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
DL teachers will continue to modify gen. ed. lesson plans, tasks, and activities in a effort to deliver and expose DL students to grade level material. Accordingly, the expected % of students meeting growth targets should increase by at least 5% by the end of SY20.	(Blank)	(Blank)	45.00	47.00	50.00

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

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Teachers have utilized the network's scope and sequence to deliver common core aligned instruction daily. Additionally, teachers review and analyze student work samples for rigor using the depth of knowledge rubric during bi-weekly teacher team meetings, and also submit students tasks to admin bi-weekly - those samples are rated using the same DOK rubric. Accordingly, teachers receive feedback in real-time or within three days of task submission.	69.00	70.00	80.00	75.00	80.00

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

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Teachers have utilized an approved scope and sequence to deliver common core aligned instruction daily. Additionally, teachers review and analyze student work samples for rigor using the depth of knowledge rubric during bi-weekly teacher team meetings, and also submit students tasks to admin bi-weekly - those samples are rated using the same DOK rubric. Accordingly, teachers receive feedback in real-time or within three days of task submission.	47.00	58.00	75.00	63.00	68.00

National School Attainment Percentile - Reading (Grade 2)

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
All students receive grade level common core aligned instruction that's also aligned to the network's scope and sequence. Data from benchmark assessments indicates a progression in student's mastery of the standards. Questions given on benchmark assessments are aligned to questions from NWEA and PARCC assessments.	25.00	40.00	49.00	45.00	50.00

National School Attainment Percentile - Math (Grade 2)

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
All students receive grade level common core aligned instruction that's also aligned to an approved scope and sequence. Data from benchmark assessments indicates a progression in student's mastery of the standards. Questions given on benchmark assessments are aligned to questions from NWEA and PARCC assessments.	26.00	22.00	48.00	30.00	35.00

% of Students Making Sufficient Annual Progress on ACCESS

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
n/a	(Blank)	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Student incentives are given daily, weekly, monthly, and quarterly to encourage and increase student attendance. Parents and staff receive attendance incentives as well.	97.30	95.30	98.00	95.00	97.00

My Voice, My School 5 Essentials Survey

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Teachers and administration explain the relevance of the survey to all 4th - 8th grade students and their parents prior to its administration. During the opening week PD, administration and staff discuss the prior year's results and all offer suggestions for improvements for the current year. Surveys and/or evaluations after all meetings are given to staff for feedback and the staff engages in open discussion about the SEF during staff development and school improvement days.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Identify and develop a discipline/school safety team that will collect, analyze, and evaluate misconduct data and security protocols to promote positive behaviors and overall safety	An increase in positive peer-to-peer interactions in- and outside the classroom, and students and staff that feel safe in and around the school	A positive and safe learning environment for all stakeholders and a "very Strong " rating on the 5essentials survey

Tags:
Safety and order

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Strengthen school's culture and climate by developing a safety team comprised of staff, one student, and one parent	admin, security, teacher	May 14, 2018 to Jun 1, 2018	Not started
The safety team will develop a comprehensive safety plan unique to the school culture	safety team	Jun 1, 2018 to Jun 15, 2018	Not started
Team will communicate the safety plan with all stakeholders	admin	Jun 15, 2018 to Jun 20, 2018	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
Provide staff with professional development and training on restorative approaches to discipline, and facilitate bi-weekly or monthly meetings with the discipline team to review discipline data and develop a root cause analysis for the disruptive behaviors that are consistently occurring	An increase in the staff's capacity to acknowledge certain behaviors that may lead to patterns of disruptions and then implement strategies to negate and/or decrease the inappropriate action(s)	A 50% decrease in the number of student misconducts and Verify Referrals that will lead to an increase in student engagement and time on task.

Tags:
Restorative mindsets, Restorative language, Restorative consequences

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Strengthen school's culture and climate by developing a discipline team comprised of the student advisory council and admin	lead teacher	May 14, 2018 to Jun 1, 2018	Not started
Hold elections to select student advisory council team members	lead teacher	May 14, 2018 to Jun 1, 2018	Not started
Team/council will develop a list of specific actions and consequences for behavior and then share/post framework with all stakeholders	student advisory council/discipline team	Jun 1, 2018 to Jun 8, 2018	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Develop a resource team who will inventory and evaluate all used and unused instructional materials in the building to determine the need for additional and/or new instructional resources	Students taking pride in and engaging with current and relevant materials each day	Student accountability and ownership of their work and an increase of the On-Track rate to 75-80% throughout the year.

Tags:
Curriculum

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Establish an instructional resource committee that will inventory and evaluate the current curriculum	teachers, admin	May 4, 2018 to Jun 1, 2018	Not started

Curriculum, Allocations of funds for purchasing materials for instruction and professional development

Research and review possible curriculum and instructional series and then order needed materials	team, admin	May 4, 2018 to Jun 1, 2018	Not started

Curriculum, Allocations of funds for purchasing materials for instruction and professional development

Strategy 4

If we do...	...then we see...	...which leads to...
Provide all teachers with professional development on the process of analyzing students tasks with the use of the Cognitive Demand abd Depth Of Knowledge (DOK) Rubric across content areas, and have a bi-weekly protocol utilized during teacher team meetings that require teachers to bring samples of students work analyzed for the purpose of task modifications, peer feedback and review, and next steps for instruction.	Increased teacher capacity with creating and/or selecting authentic rigorous tasks that: - are common core aligned, - demonstration high expectations for learning, - grade level appropriate and scaffolded, - challenge student thinking, and - present the appropriate levels of cognitive demand.	90% of teachers engaged in more rigorous instruction that leads to a minimum of 80% of students in grades 3-8 meeting EOY NWEA benchmarks.

Tags:
Academic rigor, Mtss, rigorous tasks

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Develop a school wide protocol for identifying cognitive demand in reading and math	ILT	select	Not started
Communicate the cognitive demand protocol and expectations to teachers and allow time for safe pracice	Teacher leaders	Dec 3, 2018 to Dec 14, 2018	Not started
Create internal learning round schedule and conduct walks to identify instructional trends in questioning and students tasks	Admin	Dec 3, 2018 to Jan 25, 2019	Not started
Provide follow up professional development to allow teachers the opportunity to revisit the use of DOK rubric and CD protocol	ILT	Jan 25, 2019 to Mar 1, 2019	Not started

Engage teachers in bi-weekly CD/DOK protocol during teacher team meetings to ensure implementation, progress monitor, and provide systems of support and feedback to individual teachers as needed.	Admin	Jan 25, 2019 to May 31, 2019	Not started

Action Plan

Strategy 1

NOT STARTED   Strengthen school's culture and climate by developing a safety team comprised of staff, one student, and one parent"

May 14, 2018 to Jun 01, 2018 - admin, security, teacher

Status history

May 1

NOT STARTED   May 01, 2018
Evidence
Information regarding this team will be communicated to staff, students, and parents at the end of May.

NOT STARTED   The safety team will develop a comprehensive safety plan unique to the school culture"

Jun 01, 2018 to Jun 15, 2018 - safety team

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED   Team will communicate the safety plan with all stakeholders"

Jun 15, 2018 to Jun 20, 2018 - admin

Status history

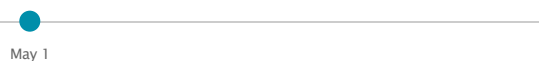

May 1

NOT STARTED   May 01, 2018
Evidence

Strategy 2

NOT STARTED   Strengthen school's culture and climate by developing a discipline team comprised of the student advisory council and admin"

May 14, 2018 to Jun 01, 2018 - lead teacher

Status history

May 1

NOT STARTED   May 01, 2018
Evidence

NOT STARTED   Hold elections to select student advisory council team members"

May 14, 2018 to Jun 01, 2018 - lead teacher

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

NOT STARTED | Team/council will develop a list of specific actions and consequences for behavior and then share/post framework with all stakeholders"

Jun 01, 2018 to Jun 08, 2018 - student advisory council/discipline team

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

Strategy 3

NOT STARTED
Establish an instructional resource committee that will inventory and evaluate the current curriculum"

May 04, 2018 to Jun 01, 2018 - teachers, admin

Status history

May 1

NOT STARTED
May 01, 2018
Evidence
After completing the inventory and determining need, we will secure several quotes and then determine what materials to purchase. If available, we will secure 3 year contracts for consumables.

NOT STARTED | Research and review possible curriculum and instructional series and then order needed materials"

May 04, 2018 to Jun 01, 2018 - team, admin

Status history

May 1

NOT STARTED | May 01, 2018
Evidence

Strategy 4

Develop a school wide protocol for identifying cognitive demand in reading and math"

- ILT

Status history

Communicate the cognitive demand protocol and expectations to teachers and allow time for safe pracice"

Dec 03, 2018 to Dec 14, 2018 - Teacher leaders

Status history

Create internal learning round schedule and conduct walks to identify instructional trends in questioning and students tasks"

Dec 03, 2018 to Jan 25, 2019 - Admin

Status history

Provide follow up professional development to allow teachers the opportunity to revisit the use of DOK rubric and CD protocol"

Jan 25, 2019 to Mar 01, 2019 - ILT

Status history

Engage teachers in bi-weekly CD/DOK protocol during teacher team meetings to ensure implementation, progress monitor, and provide systems of support and feedback to individual teachers as needed."

Jan 25, 2019 to May 31, 2019 - Admin

Status history

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> Parents are surveyed during the year asking for their input on all aspects of school improvement. Information directly pertaining to Title 1 funding allocation and spending, NCLB fund allocation and spending, and school/network/district policy mandates and/or updates are shared at each monthly LSC meeting. Updates to the plan will be shared with parents during parent meetings and in concert with the state of the school address at the beginning of the school year. In addition, the information from the My Voice, My School surveys are used to gauge what the parents think works well and what needs improvement.

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

> Admin will elicit parents to join the SY19 PAC. After the PAC membership is finalized, members will create a meetings calendar which will be sent home and shared with all parents. The parent coordinator will keep track of parent attendance at each meeting. The Principal's Annual Title I Meeting was held September 19, 2016 and the PAC Organizational Meeting was held on September 15, 2017. The PAC meeting schedule coincides with the LSC schedule - the 3rd Tuesday each month at 4pm.

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.

> The parent coordinator will work with the school administration and parents to ensure all parents have opportunities to contribute to the progress of the school through meetings, discussions, surveys, and internal learning rounds. Regular LSC meetings are scheduled monthly. Additional, or special meetings will be held as needed.

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.

> In addition to receiving reports cards during Parent Teacher Conferences, parents will receive their child's Student Goal Progress Report detailing the student's NWEA RIT score breakdown and growth and attainment goal for the year. After each NWEA MAP assessment given in the fall, winter, and spring, the school will send home detailed performance progress reports. Students (3rd-5th) will lead parent conferences beginning the 3rd quarter report card pick up of SY18. Moving forward, all 3rd - 8th grade students will lead parent-student-teacher conferences.

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.

> Currently all of our teachers are Highly qualified. In the event that we staff teachers who are not highly qualified, NCLB letters will be sent home immediately to parents of students who are taught by teachers considered "Not Highly Qualified."

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.

> Parent meetings will be held to discuss curriculum standards, and state, and local assessments. In addition, printed material in English and Spanish are sent home providing information regarding the local and state assessments. Parent will receive this information at the State of School Address, Parent Conferences, Literacy/Math Nights, and LSC/PAC meetings.

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.

Parent meetings, handouts, and workshops/trainings are offered at the parents request to help them assist and work with their children at home. Parents are given information about the Annual Parent Conference, and those who attend will return and share information with other parents. Information regarding Parent University and other parent-related information is shared via the school's website.

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.

Increasing parent involvement and engagement are topics the staff discusses during school improvement days, teacher team meetings, and ILT meetings. . The average years of service for our teachers teaching at Hoyne is 12 years, therefore they are very familiar with our families and community. As a result, communication between staff and parents is a regular occurrence. As such, parents are equal partners in the implementation and facilitation of varies parent programs directly linked to student learning and achievement.

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.

Through regular progress monitoring, school administration ensures that all programs are cohesive and work to stimulate student achievement and improvement. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the from kindergarten through sixth grade. Hoyne's K-2nd grade teachers utilize DIBELS (acquisition of early literacy skills) throughout the school year and assess student proficiency.

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 flyers and information for parents is sent home in English (Spanish when applicable). All flyers and information has the school identifying information of address and phone so parents know the flyer comes from the school. Flyers for teachers to send home are hand delivered to teachers to distribute so the information is sent in a timely manner. Information is also posted on the school's website.

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.)

We maintain high expectations for all members of the school community (students, parents, and staff). The Hoyne school community believes that we lay or provide the foundation for what students need to be successful in high school, college and career. We strongly believe that all students will learn through rigorous and differentiated classroom instruction in a safe and positive learning environment.

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.

Beginning in SY18 during the 3rd quarter parent conference day, students will lead the conference with parents as teachers and staff observe and share feedback as needed. This format will be used by all 3rd -
8th graders in SY19 and beyond. There are also parent-teacher conferences held at anytime at the request of the teacher or the parent.

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

Progress reports are sent home during the 5th week of each quarter. In addition teachers call and write parents when there are concerns or questions about student progress. Currently 241 parents have registered for Parent Portal.

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

Staff are accessible to parents everyday during their preparation periods, after school, or by appointment. Most staff and parents use mobile phones to text as well as email.

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.

Any parent can volunteer in a classroom or the school after completing the Chicago Public Schools volunteer packet online. Parents can also participate in monthly LSC and PAC meetings, and during internal learning rounds.

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

Links to resources and suggestions for assisting students at home are shared via the school's website. In addition, their is a link to the CPS Parent University, where parents can sign up for courses and workshops that will help build their capacity to continue learning at home. Parents are expected to assist their children with homework, ensure their children are ready and prepared for school, and monitor academic and social progress of their child.

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

Parents are able to participate in decision making by participation offered through various meetings, i.e. LSC, PAC, IEP and/or through discussions during parent conferences. In regards to decisions about individual students, parents work with the teachers, paraprofessionals, and school administration to make decisions that best serve the child.

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).

Teachers and/or administration will hold individual goal setting conferences with students in preparation for the NWEA assessments. Students are provided with quarterly and yearly incentives for perfect attendance (Movie nights, awards, etc...). Teachers and administrators frequently discuss with students the importance of student responsibility in regards to improving academic achievement.

Parent Budget   Complete

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

To provide PAC, parents, and other stakeholders the opportunity and platform to contribute to student growth and achievement while being equal partners in the implementation of the school's mission and vision.

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.	$ 0	.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.	$ 250	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC	$ 263	.00

meetings, trainings and workshops.

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)	$ 250	.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 300	.00

54205 **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.	$ 0	.00

54565 **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.	$ 0	.00

53510 **Postage**	Must be used for parent and family engagement programs only.	$ 0	.00

53306	**Software** Must be educational and for parent use only.	$ 0	.00

55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ 0	.00