Thomas J Higgins Elementary Community Academy / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic

Date	Attendees	Topic
03/14/2018	Crystal Turner, Miller Davis, John Smith, Emika Canty, Linda Herron, Ima Brown, Clarissa Cole	CIWP Overview & Strategy Development
02/24/2018	Joy Lewis, Michelle Henderson, Crystal Turner	SEF Rankings & Priorities
03/20/2018	Crystal Turner, Michelle Henderson, Joy Lewis, Emika Canty	Theory of Action
04/04/2018	Crystal Turner, Emika Canty, Jessica Galtney	CIWP actions, SEF Rankings & Priorities
04/04/2018	Emika Canty, Miller Davis, Linda Herron, Ima Brown, Joy Lewis, Michelle Henderson	CIWP actions
04/11/2018	Crystal Turner, Paulette Holmes, Linda Herron, Ima Brown, John Smith, Kelly Farrell	Fund Compliance & actions
05/17/2018	Crystal Turner, LaToyla Jones	CIWP TOA and Strategies
05/03/2018	Crystal Turner, Latoyla Jones	SEF
05/21/2018	Crystal Turner, Michelle Henderson, Joy Lewis	Strategy #4 Professional Learning TOA and Actions

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

"Based on results from the 2017 MSMV, Effective Leaders was rated as organized compared to when the CIWP was completed for 2016-2018 school year. In addition, MSMV survey also rated collaboration among teachers as well organized. This evidence supports that there is collaboration across grade levels. Each year the principal shares the State of the School Address to highlight school-wide celebrations and concentrations. During these meetings, the CPS & school visions are shared with all stakeholders. During monthly PAC meeting, the principal articulates school-wide goals and our progress towards meeting those goals. Benchmark parent meetings for grades 3, 6, 8 are held to share the school vision and student progress towards meeting/exceeding our school wide goals. Teacher leaders have been provided opportunities to lead PD at both the school and network level. Professional development was coordinated based on teacher input, data, & REACH evaluations. Teacher leaders lead grade level team meetings and CIWP meetings. More teachers are leading school-wide initiatives for social-emotional learning and student attendance. For transparency, all data is shared and communicated to highlight successes and areas for growth. The monthly newsletter also shares our academic goals for success.

The principal presents the state of the school address at the beginning of each school year and shares formative assessment data results during PAC meetings & quarterly Parent University meetings. At the beginning of the school year we identified our ""Big Rocks"" and centered observations & in-house PD around those topics. Teacher leaders lead instructional PD sessions at the school & Network level. Professional development is organized based on formal/informal observations & student data results. All staff participated in the development of our core values: dedication, honesty, teamwork, respect, & trust. Teachers and administration utilize multiple data sources to develop action plans that support academic & social emotional growth, attendance, & students off-track data. School has set & published student achievement goals, celebrate classroom & student successes; & admin conducts individual data conferences.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 **2** 3 4

> According to the ILT Effectiveness Rubric we used the Problem Solving Process to analzyze various data sources such as on-track student attendance interim data and NWEA data. Per the My School and My Voice Survey one area of growth is collective of responsibility and colloboration amongst teachers. We need to work more towards to be collaborative, transparent, and informs stakeholders as well as needs to be more transformative towards instructional practices.
>
> The ILT team meets twice monthly and meetings were scheduled for the entire year at the beginning of the school year with a focused agenda, meeting norms, and the team develops action items that will guide the work between meeting times. Professional readings are provided to build capacity and improve leadership skills. However, teachers rated the influence of ILT as neutral which means more work should be done with how ILT members disseminate information and new learning to their team members. Teacher influence was also the lowest ranked for leadership with a score of neutral.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

1   2   **3**   4

"Higgins has multiple structures for professional learning through monthly flex professional development, teacher team meetings, individual coaching and planning sessions, and conducting peer observations. A year-long professional development calendar that was developed through teacher surveys and qualitative data from reach and non-REACH observations and student data.

Teachers participate in professional learning opportunities at the district, network and school level. During teacher team meetings teachers share instructional strategies, discuss professional articles, and analyze student work samples aligned to the pacing guide. Teacher leaders lead professional development to support academic & social/emotional growth. Teachers submit professional goal setting plans to reflect on students and their professional growth. Teachers receive safe-practice time to implement newly learned strategies. Staff uses current data to develop instructional plans that are reviewed by the literacy coach and administration.

Our next steps are to move towards teachers taking more ownership of their professional development and provide more non-evaluative feedback.

SY17 data shows math growth increasing each year and currently at 63% . ELA attainment has increased from 61% to 65 %. Math attainment continues to be an area of growth. Students are growing but not yet meeting grade level attainment especially for middle school students. According to the 5 Essentials, teachers rated teacher professional development, teacher trust, &collaborative practices as strong. Collective responsibility score was neutral which means we must do a better job of how we support the entire school community.

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

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

"In order to provide students with bell to bell instruction the school-wide schedule follows the instructional minutes for reading and math and includes 60 minutes for weekly teacher collaboration. There is a 30-60 minute intervention blocks to support MTSS. Instructional materials are aligned to meet the needs of individual/groups of students.

As a fine arts cluster school we have continued to allocate funds to continue opportnities broaden our students learning experiences in fine arts via various programs.

We have established community partners to address social emotional learning needs of learners. Related service providers are more involved with Tier 2 and Tier 3 for MTSS in IMPACT. The related service providers colloborate with teachers in order to better service students and meet their needs.

There is a hiring team in place, that includes individuals involved in the recruiting, interviewing and selection process. This team holds the key to successfully hiring and on-boarding new employees.

Our next steps are to focus on teacher retention, track retention and identify areas to strengthen our retention numbers. "

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

> Network 13 provides supprt through ELA and math Scope and sequence standards based curriculum for the year. The teachers submits unit plans (6-8) small and whole group lesson plans weekly aligned to the networks scope and sequence for grades K-5 to ensure implementation of the common core satndars. SEL standards are addressed with the daily schedules to address the social emotional needs of the students using second steps in all classrooms. There's collaboration with sped and regular ed teacher to ensure the student have access to grade level standards. 5 essential surveys received a strong rating in ambitious instruction which is also evident in growth and attainment in literacy and math. Score 3

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

> We utilize research based materials published by Pearson: Reading street; Envison 2.0; My Perspectives and Interactive Science to address the common core standards for whole group instruction. We also utilize software programs that provides pearsnalized learning for every student. Teachers have autonomy to adddres small group instruction. However the school does provide material for small group instruction (ex. fountas and pinnell, curriculum and associates, ready common core, leveled readers by rally, within Pearson multimedia is embedded for the technology). We also purchase scholastic news magazines to promote informational text and current events, We have one to one technology as well as smart boards in all classooms. One area of growth will be to include students voice in selecting instructional materials.
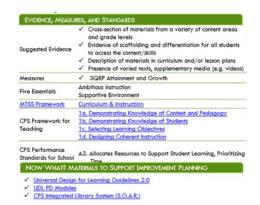
Guide for Instructional Materials

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

> Rigorous student tasks is an area of concern. Classrooms must begin to transitions to provide students with more rigor, inquiry, synergy, and exploration in learning. Based on growth performance in literacy and observations, as more students are demonstrating the growth in the standards there is a decline in the number of students hitting growth targets. According to growth measures we are achieving average growth with only 53% of students meeting/exceeding ELA targets and 63% for math. Average growth was 53% for students overall.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**

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

Evidence, Measures, and Standards

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

> Middle school has an advisory period where they complete activities within Navience. We are planning for Step-Up to Kindergarten and Third grade. Every classroom has a college and career corner to promote college and career readiness starting in kindergarten. The school counselor has one on one with parents to share pathways from elementary to college with 8th grade students and parents annually. Our school year 17 attendance is down from the SY16. Our current rolling attendance is the same as last school year, 94.8%

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High

School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.

- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
  - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.

- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.

- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment

- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard	✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

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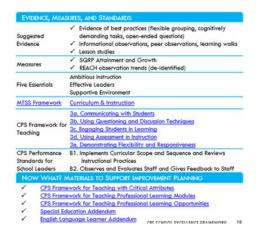
Score

1   **2**   3   4

Teachers communicate standards based objectives at the onset of the lessons which is observed during the classroom observations. Students are exposed to academic vocabulary (tier 1 and tier 2) throughout each content area and Word of The Week. Students are expected to use textual evidence in their response to reading students provide textual evidence in written response to text dependent questions in k-8. Teachers ask a variety of questions, however questions are driven by the teacher and not enough opportunities for the students to lead discussions and responsive of their peers. Most teachers provide targeted small group instruction based on student data. Students analyze formative data and submit plans to address the immediate needs of the students, Students are provide 2nd chance opportunities to show mastery of the skill as in previous components, more work must be provided with students and be given choice of task. Areas of support in content area according MSMV students rated those areas of strong. Based on SQRP data, 53% of students are making national average growth. Grade 2 has lowest attainment numbers for math with average attainment for ELA. Student growth for ELA was 53% and 64% for math

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	

CPS SCHOOL EXCELLENCE FRAMEWORK 10

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

Higgins has a school-wide grading policy. Teachers receive feedback on their Gradebooks to ensure staff adheres to Gradebook expectations. School-wide data is available for teachers, staff, and parents during Open House, State of the School address and the ILT. Data binders and progress monitoring Tools are accessed by all administration, ILT, and grade level chairs. These data tools are updated after each assessment. The administration has a grade book protocol and a feedback form and has one-to one meetings with teachers on how to update, set, navigate, and support teachers with aligning standards to grades.

Each grade level currently use a form of comprehensive assessments to monitor student learning such as STRIDE, & Study Island. Assessment methods such as performance task, teacher created bi-weekly STRIDE assessments. Student accommodations and modifications are aligned with students' IEP Benchmark goals to ensure student success. We review on track and off track data. Teachers create action plans for scholars who are off track or who are not meeting the standards address. Our next steps are to increase the frequency of progress monitoring for grades 2-8 aligned with the scope and sequence provided.

Based on SQRP data, 53% of students are making national average growth. Grade 2 has lowest attainment numbers for math with average attainment for ELA. Student growth for ELA was 53% and 64% for math.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

> MTSS is an area of concern. Tier 1 providing accommodations and modifications for all students via instructional practices and strategies to meet the learning styles of all learning students.
>
> We have made great strides working with scholars in social emotional learning via Tiers 1-3. We identify students who are off track who are off track via a BAG report every 5 weeks. The related service providers provide more targeted SEL support for tier 3 students. Teachers are using the MTSS logger more consistently. The school psychologist to support teachers with a PD for documentation for specialized services. The teachers do use the PSP to plan Tier 2 and 3 instruction and interventions.
>
> Based on SQRP data, 53% of students are making national average growth. Grade 2 has lowest attainment numbers for math at 21% with average attainment for ELA @ 50%. Student growth for ELA was 53% and 64% for math in grades 3-8. Middle schools has the highest attainment numbers and intermediate has the highest growth and attainment for math.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life   6 of 6 complete

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.

Higgins has school-wide expectations posted throughout the building. Individual classrooms have classroom expectations as well as rewards and consequences. Most teachers provide written and verbal feedback that will enhance student learning. Students goal set with their teachers and are held accountable for the goals that are set. Teachers are attempting to address all learning styles.

We currently have two Google Classrooms and 1 to 1 technology for students in grades 3-8. Teachers are provided with ongoing professional development from the network and the school.

According to the data collected on the My Voice, My School,

Based on SQRP data, 53% of students are making national average growth. Grade 2 has lowest attainment numbers for math at 21% with average attainment for ELA @ 50%. Student growth for ELA was 53% and 64% for math in grades 3-8. Middle schools has the highest attainment numbers and intermediate has the highest growth and attainment for math.
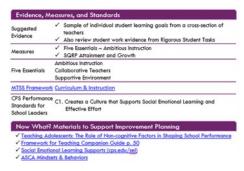
Guide for Culture for Learning
- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - 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

> According to the MVMS survey, Higgins Community Academy was rated neutral. However, HCA works diligently to create an environment that reflects a commitment to educating all students in a caring and supportive manner. Our school has established respectful and trusting relationships between teachers, students, staff and families. HCA, believes that respect and trust are reciprocated between staff, students, and families. Therefore, we send home monthly calendars, newsletters, and robo calls to inform parents of the events that will take place during the month. Admin conducts parent conferences regularly to discuss behavior or academic concerns.
>
> Our school year 17 attendance is down from the SY16. Our current rolling attendance is the same as last school year, 94.8%
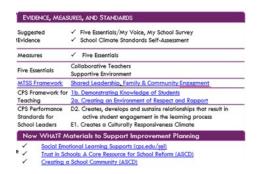
Guide for Relational Trust
- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater 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

> According to MVMS, supportive environment was rated neutral . A student council was established for grades 3rd through 8th to allow students to provide input for school wide activities. Higgins recently obtained sports programs for students in grades 5-8. Students are provided with daily, weekly, monthly and quarterly attendance incentives and quarterly Honor Roll ceremony.

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

> Arrivals and dismissals are safe, efficient and orderly. We have ladder of consequences for behavior. Positive Behavioral Interventions and Supports (PBIS) s a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Their are Tier 1 supports in place. Adults use active supervison in all settings. A continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.

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.

> According to dashboard, our misconduct data and in verify, the restorative practices in places have been effective. Social-emotional skills
> have improved attitudes about self, others, and school, positive classroom behavior, gains on standardized achievement tests and reduced risks for failure, conduct problems, emotional distress.
>
> We also have morning meetings school wide to build relationships, strengthen community and promote dialogue in areas that otherwise might not be discussed. Minor incidents are addressed by having restorative conversations in classroom/hall before it becomes a discipline referral.

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.

According to MVMS, rated strong. The school is working to build strong partnerships with parents through partnership with Greater Food Depository for Healthy Kid Mart. The HKM is fully operated by the parents of HCA. The families with students that attend HCA are given free fruits and vegetables twice a month. Parents also run the Higgins School Store and parents also meet monthly for Parent Advisory Council to discuss their concerns and bridge the gap for literacy and math. Parents receive regular ongoing communication through robo calls, monthly newsletters & calendars & face to face conferences. Staff are required to submit monthly call logs to admin. Staff conducts home visits, send 5 & 10 day letter or calls home when students have excessive absences or tardies.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
There is a 23% decrease from 16-17 SY. Therefore, our goal is to increase 6% of scholars to meet their growth targets for the next two years.	81.00	58.00	65.00	70.00	75.00
National School Growth Percentile - Math					
We want to continue the trend of more scholars to meet/surpass their growth targets. We saw a 13% growth in 2017-2018 and want a continued trend of 9% growth.	48.00	61.00	70.00	70.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms					
At the end of the 2 year CIWP cycle , it is our goal for each student to be college and career ready based on the 60th percentile.	56.50	54.30	60.00	65.00	70.00
African-American Growth Percentile - Reading					
Higgins is making steady progress. Based on the EOY of 16-17 data, we are projecting 64% of our students to meet their growth targets.	79.00	58.00	65.00	70.00	75.00
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					
As we reviewed the data, we notice a decrease from 2016-2017. Therefore, our goal is to make steady gains of students meeting the growth targets of our diverse learners.	87.00	(Blank)	95.00	45.00	50.00
African-American Growth Percentile - Math					
PMA Stride data showed a 10 percent growth in Math. Students also showing growth by using supplemental interventions in small groups.	50.00	63.00	70.00	75.00	80.00
Hispanic Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
As we reviewed the data, we noticed the significant decrease from 2014 to 2015. Therefore, our goal is to make steady gains of students meeting their growth targets.	68.00	(Blank)	80.00	45.00	50.00

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

As we are preparing student to be on track for college and career it is imperative that we increase the number of students meeting/surpassing their growth targets. Therefore we must see an increase of 5 percentage points each year in order to accomplish that goal by the end of 2017-2018 school year.	60.00	65.00	70.00	75.00	80.00

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

In an effort to prepare our students to be college and career ready, we need to be sure that the average number of students in grades 3-8 are at or above attainment.	29.00	35.00	40.00	45.00	50.00

National School Attainment Percentile - Reading (Grade 2)

Based SQRP, Higgins are at 50th percentile. Our goal is to create a culture of learning around collaboration and vertical planning to increase student achievement and create opportunities for more critical thinkers and increase our reading percentile in 5% increments.	69.00	50.00	55.00	60.00	65.00

National School Attainment Percentile - Math (Grade 2)

In an effort to prepare our students to be college and career ready, we need to be sure that the students in grade 2 are growing at a steady pace, to ensure that the vast majority of the students are at attainment.	21.00	21.00	25.00	30.00	35.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

Higgins had a 0.8% decrease in attendance in the 16-17 SY. We are pushing to regain the 95% attendance goal obtained in the 15-16 SY through numerous attendance initiatives.	95.40	94.90	95.00	95.50	96.00

My Voice, My School 5 Essentials Survey

We achieved the goal of becoming well-organized in 16-17 SY. We reviewed the areas that were identified as weak and developed an action plan to address those areas. We will continue to review the 5 Essentials Data results to drive our decision making and develop school-wide plans to improve in the areas that were not consider to be strong and well strong such as supportive environment, and safety.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   2 of 2 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
MTSS-Progress Monitoring					
Increase the percent of students making growth in academic/social emotional deficit areas that are placed in our Tier 2 and Tier 3 MTSS tracking system. Utilize biweekly progress monitoring.	(Blank)	(Blank)	50.00	55.00	60.00
Attendance					
Improve attendance for primary grades K-2. Historically, primary data prevents Higgins from achieving 95% or higher ADA. With intentional support for these grades, we expect to see improvement in our ADA thereby achieving maximum points on the SQRP.	94.30	94.70	95.20	95.50	95.70

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
implement systems and structures to provide all students daily access to high-quality, rigorous instruction at their appropriate grade level and instructional level	all teachers progress monitoring Tier 1 instruction and interventions matched to scholar's targeted areas of deficits in real time real time	a 50% reduction of scholars requiring tier 2 and 3 support & a 9% increase from 64% to 75% attainment by the end of the 2020 school year.

Tags:
MTSS, Literacy/Reading, Math, SEL, Balanced literacy, Early literacy, Gradual release of responsibility, Academic achievement, Academic interventions

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
allocate 1 weekly teacher team meeting per month to documentation of progress monitoring in the MTSS Logger	Admin Teachers	Oct 5, 2018 to Jun 12, 2020	Not started

Data, Multi-tiered support systems, Grade level team meetings, Data collection

provide PD on utilizing the MTSS Logger	Related Service Providers	Aug 30, 2018 to Sep 27, 2018	Not started

MTSS, Professional development

allocate funds for community partnerships, software research-based intervention programs, & college level coursework	Admin	Jun 8, 2018 to Jun 22, 2018	Not started

Attendance, Intervention, Budget, Sel mtss, Community partnerships

identify and attend professional development opportunities specific to MTSS and progress monitoring	All Staff	Aug 27, 2018 to Nov 30, 2018	Not started

MTSS, Professional development, Progress moniorting

ensure all staff has been trained in Champs	Admin	Aug 27, 2018 to Sep 28, 2018	Not started

MTSS, Discipline, Classroom management, Academic mtss, Behavior mtss, Behavior intervention

Select professional reading (focused on understanding Tier 2 and strategies for improvement) for the staff	Admin	Aug 27, 2018 to Jun 14, 2019	Not started

MTSS, Professional development, Tier 2 & 3

purchase incentives	Admin	Aug 27, 2018 to Apr 24, 2020	Not started

Budget, Purchase, Incentives

group students according to their RiT per strand aligned with scope and sequence	Teachers	Sep 10, 2018 to Jun 14, 2019	Not started

Data, Problem solving process, Scope and sequence math, Scope and sequence ela

Refresher course for Second Step for all classroom teachers	Admin	Aug 29, 2018 to Sep 28, 2018	Not started

Tier 1, Second step, Social emotional learning

Action step	Responsible	Timeframe	Status
Admin will provide focused feedback for gradual release	Admin	Oct 1, 2018 to Jun 12, 2020	Not started

Teacher feedback, Gradual release of responsibility, Observation and feedback

professional development on lesson planning using Backwards design and unpacking of standards	ILT	Aug 30, 2018 to Oct 26, 2018	Not started

Professional development, Lesson planning, Backwards design, Unpacking standards

develop and implement a progress monitoring schedule	ILT	Jun 11, 2018 to Jun 22, 2018	Not started

Assessment, Scheduling, Progress monitoring

develop a tier intervention flow chart that ensures teachers are abiding by the criteria which may lead to further specialized services	BHT Tech coordinator	Aug 30, 2018 to Oct 5, 2018	Not started

Intervention, Special education

Host quarterly parent university meetings to help educate parents in the areas of standards based instruction and student achievement	BHT	Nov 9, 2018 to Oct 18, 2019	Not started

Instruction, Parent engagement, Specialized services

Provide at-risk notices to parents that monitor BAG	teachers BHT	Oct 12, 2018 to May 8, 2020	Not started

At-risk

Strategy 2

If we do...	...then we see...	...which leads to...
an analysis of student work using a student work analysis protocol to determine the complexity and alignment of Common Core State Standards	alignment of instructional strategies with the demand of the standards teachers creating more rigorous tasks and assessments aligned to Common Core State Standards and Depth of Knowledge Levels 3 and 4	higher levels of student engagement via tasks that are aligned to an appropriately challenging standard; increase in Reach Domain 3C-Engagement scoring; and scholars' abilities to think critically and persevere through rigorous tasks along with a 25% increase in the percentage of students scoring at the 72%ile or higher.

Tags:
Rigorous tasks, Reach, Assessments, Professional reading, Student work protocol, Rigorous instruction, Engagment

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Adminster a series of performance tasks using DOK to ensure appropriate levels of rigor	Admin Teachers	Jan 1, 2019 to Jun 19, 2020	Not started

Balanced grading and assessment

continue classroom observations and internal/external walkthroughs, and instructional rounds	Admin ILT	Oct 1, 2018 to Jun 19, 2020	Not started

Feedback, Observation, Peer observation, Teacher feedback, Classroom observations, Learning rounds

Develop a common language around rigor and what it looks like in our classrooms	ILT	Aug 31, 2018 to Dec 28, 2018	Not started

Rigor

Provide professional development on rigor including professional readings	Admin ILT	Aug 31, 2018 to Jun 14, 2019	Not started

Professional development, Rigorous tasks, Professional reading

determine resources to support identification of complex texts and development of tasks for DOK 3 & 4	All Staff	Aug 28, 2018 to Feb 2, 2019	Not started

Professional development, Depth of knowledge, Resource alignment, Text complexity

create student friendly rubrics for student performance tasks to provide criteria for evaluation.	teachers	Oct 5, 2018 to Jun 19, 2020	Not started

Rubrics

Strategy 3

If we do...	...then we see...	...which leads to...
Increase the amount and fidelity of Tiers 2 & 3 progress monitoring during the MTSS intervention block within our daily schedule along with ongoing data analysis	responsive adjustments in instructional planning and delivery	increased progress monitoring efforts by all staff; improving student achievement by 5-10 percentage points each academic year; 25% reduction each year in the number of students requiring Tier 2 or Tier 3 support for academics, behavior, & SEL

Tags:
Academic, Progress monitoring, Data analysis, Data tracking, Data driven instruction

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Develop and implement targeted tier 2 & 3 interventions for all data metrics: attendance, off track, behavior, & academics	All Staff	Nov 30, 2018 to Jun 12, 2020	Not started

Attendance, Data, Behavior supports, Academic supports, Interventions and supports

Provide ongoing professional development on techniques for checking for understanding	ILT	Feb 1, 2019 to Jun 5, 2020	Not started

Assessment

Consistent progress monitoring using research based interventions	Teachers	Nov 19, 2018 to Jun 12, 2020	Not started

Intervention, Progress monitoring

Develop performance based assessments aligned to CCSS	Teachers	Jan 7, 2019 to Jun 12, 2020	Not started

Assessment, Performance tasks, Common core state standards

Grading principals and guidelines (criteria for each category i.e. classroom assignments, classwork, participation, assessments, performance tasks, and homework)	Staff	Sep 28, 2018 to May 22, 2020	Not started

| Vertical planning of assessments | staff | select | Not started |

Assessment, Vertical alignment

| implement daily exit slips | Teachers Admin | Feb 4, 2019 to Jun 19, 2020 | Not started |

Formative assessments, Exit tickets

| Update In-house Assessment Doc very 5 weeks with current data for progress monitoring (attendance, grades, & assessment data) | teachers | Sep 7, 2018 to Jun 5, 2020 | Not started |

Assessment

Strategy 4

If we do...	...then we see...	...which leads to...
quarterly cycles of inquiry on a targeted instructional area i.e. gradual release; rigorous tasks & instruction; RtI; & social/emotional learning	growth in teacher capacity, increased teacher collaboration & high levels of student engagement	growth in REACH ratings for Domain 3, strong rating (green) on 5 Essential Survey for teacher collaboration; and an increase of student attainment and growth goals of 10 percentage points by the end of 2020

Tags:
Professional development, Peer observation, Safe practice, Peer coaching, Professional learning cycles

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
create a quarterly schedule for peer observations and coaching sessions	admin	select	Not started

Schedule, Peer observation

| allocate funds for sub coverage | admin | Nov 16, 2018 to May 29, 2020 | On-Track |

Budget, Substitute teachers

| develop a quarterly cycle plan aligned to school wide CIWP priorities | ILT | Aug 27, 2018 to May 29, 2020 | Not started |

Ciwp

| purchase professional texts to support professional readings and or book clubs | Admin | Oct 5, 2018 to Nov 30, 2018 | Not started |

Professional Learning, Professional reading, Book clubs

| identify workshops and seminars to support professional learning | ILT | Aug 27, 2018 to Jun 12, 2020 | Not started |

Professional Learning

| allocate funds for instructional coaching and support for teachers | Admin | Aug 1, 2018 to Jun 7, 2019 | On-Track |

Professional Learning

Action Plan

Strategy 1

NOT STARTED allocate 1 weekly teacher team meeting per month to documentation of progress monitoring in the MTSS Logger"

Oct 05, 2018 to Jun 12, 2020 - Admin Teachers

Status history

Aug 9

NOT STARTED   Aug 09, 2018
Evidence
MTSS Logger updated

NOT STARTED provide PD on utilizing the MTSS Logger"

Aug 30, 2018 to Sep 27, 2018 - Related Service Providers

Status history

Aug 9

NOT STARTED   Aug 09, 2018
Evidence
PD sign-in sheets & training documents

NOT STARTED allocate funds for community partnerships, software research-based intervention programs, & college level coursework"

Jun 08, 2018 to Jun 22, 2018 - Admin

Status history

Aug 9

NOT STARTED   Aug 09, 2018
Evidence
school budget

NOT STARTED identify and attend professional development opportunities specific to MTSS and progress monitoring"

Aug 27, 2018 to Nov 30, 2018 - All Staff

Status history

Aug 9

NOT STARTED   Aug 09, 2018
Evidence
PD Agendas Purchase orders

NOT STARTED ensure all staff has been trained in Champs"

Aug 27, 2018 to Sep 28, 2018 - Admin

Status history

Aug 9

NOT STARTED   Aug 09, 2018
Evidence
PD agendas confirmation of attendance and registration

NOT STARTED Select professional reading (focused on understanding Tier 2 and strategies for improvement) for the staff"

Aug 27, 2018 to Jun 14, 2019 - Admin

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
PD agendas

NOT STARTED | purchase incentives"

Aug 27, 2018 to Apr 24, 2020 - Admin

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
Purchase orders receipts

NOT STARTED | group students according to their RiT per strand aligned with scope and sequence"

Sep 10, 2018 to Jun 14, 2019 - Teachers

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
student groupings MTSS Tracker

NOT STARTED | Refresher course for Second Step for all classroom teachers"

Aug 29, 2018 to Sep 28, 2018 - Admin

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
PD Agenda and registration

NOT STARTED | Admin will provide focused feedback for gradual release"

Oct 01, 2018 to Jun 12, 2020 - Admin

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
feedback forms collaborative assessment logs

NOT STARTED | professional development on lesson planning using Backwards design and unpacking of standards"

Aug 30, 2018 to Oct 26, 2018 - ILT

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
pd agendas sign in sheets

NOT STARTED | develop and implement a progress monitoring schedule"

Jun 11, 2018 to Jun 22, 2018 - ILT

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
progress monitoring schedule students assessment results

NOT STARTED | develop a tier intervention flow chart that ensures teachers are abiding by the criteria which may lead to further specialized services"

Aug 30, 2018 to Oct 05, 2018 - BHT Tech coordinator

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
flow chart

NOT STARTED | Host quarterly parent university meetings to help educate parents in the areas of standards based instruction and student achievement"

Nov 09, 2018 to Oct 18, 2019 - BHT

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
agendas and sign in sheets

NOT STARTED | Provide at-risk notices to parents that monitor BAG"

Oct 12, 2018 to May 08, 2020 - teachers BHT

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
at-risk notices

Strategy 2

NOT STARTED | Adminster a series of performance tasks using DOK to ensure appropriate levels of rigor"

Jan 01, 2019 to Jun 19, 2020 - Admin Teachers

Status history

Aug 9

NOT STARTED   Aug 09, 2018
Evidence
teacher created tasks and student work samples

NOT STARTED   continue classroom observations and internal/external walkthroughs, and instructional rounds"

Oct 01, 2018 to Jun 19, 2020 - Admin ILT

Status history

Aug 9

NOT STARTED   Aug 09, 2018
Evidence
Feedback forms REACH Scripts & ratings NTWK internal walkthrough tools

NOT STARTED   Develop a common language around rigor and what it looks like in our classrooms"

Aug 31, 2018 to Dec 28, 2018 - ILT

Status history

Aug 9

NOT STARTED   Aug 09, 2018
Evidence
TTM documentation

NOT STARTED   Provide professional development on rigor including professional readings"

Aug 31, 2018 to Jun 14, 2019 - Admin ILT

Status history

Aug 9

NOT STARTED   Aug 09, 2018
Evidence
TTM documentation PD sign-in sheets LH Registration docs

NOT STARTED   determine resources to support identification of complex texts and development of tasks for DOK 3 & 4"

Aug 28, 2018 to Feb 02, 2019 - All Staff

Status history

Aug 9

NOT STARTED   Aug 09, 2018
Evidence
PO's student work teacher created docs lesson plans

NOT STARTED   create student friendly rubrics for student performance tasks to provide criteria for evaluation."

Oct 05, 2018 to Jun 19, 2020 - teachers

Status history

Aug 9

NOT STARTED   Aug 09, 2018
Evidence
teacher created rubrics

Strategy 3

NOT STARTED Develop and implement targeted tier 2 & 3 interventions for all data metrics: attendance, off track, behavior, & academics"

Nov 30, 2018 to Jun 12, 2020 - All Staff

Status history

Aug 9

NOT STARTED Aug 09, 2018
Evidence
MTSS Logger BHT documentation

NOT STARTED Provide ongoing professional development on techniques for checking for understanding"

Feb 01, 2019 to Jun 05, 2020 - ILT

Status history

Aug 9

NOT STARTED Aug 09, 2018
Evidence
PD agendas

NOT STARTED Consistent progress monitoring using research based interventions"

Nov 19, 2018 to Jun 12, 2020 - Teachers

Status history

Aug 9

NOT STARTED Aug 09, 2018
Evidence
PM reports from software programs

NOT STARTED Develop performance based assessments aligned to CCSS"

Jan 07, 2019 to Jun 12, 2020 - Teachers

Status history

Aug 9

NOT STARTED Aug 09, 2018
Evidence
Assessment/Task

NOT STARTED

Grading principals and guidelines (criteria for each category i.e. classroom assignments, classwork, participation, assessments, performance tasks, and homework)"

Sep 28, 2018 to May 22, 2020 - Staff

Status history

Aug 9

NOT STARTED Aug 09, 2018
Evidence
Grading Policy

NOT STARTED Vertical planning of assessments"

- staff

Status history

Aug 9

NOT STARTED Aug 09, 2018
Evidence
teacher team meeting agendas

NOT STARTED implement daily exit slips"

Feb 04, 2019 to Jun 19, 2020 - Teachers Admin

Status history

Aug 9

NOT STARTED Aug 09, 2018
Evidence
exit slips

NOT STARTED Update In-house Assessment Doc very 5 weeks with current data for progress monitoring (attendance, grades, & assessment data)"

Sep 07, 2018 to Jun 05, 2020 - teachers

Status history

Aug 9

NOT STARTED Aug 09, 2018
Evidence
completed Google Doc

Strategy 4

NOT STARTED create a quarterly schedule for peer observations and coaching sessions"

- admin

Status history

Aug 9

NOT STARTED Aug 09, 2018
Evidence
schedule notes from peer observations

ON-TRACK allocate funds for sub coverage"

Nov 16, 2018 to May 29, 2020 - admin

Status history

Aug 9

ON-TRACK Aug 09, 2018
Evidence
budget personnel bucket lines

NOT STARTED | develop a quarterly cycle plan aligned to school wide CIWP priorities"

Aug 27, 2018 to May 29, 2020 - ILT

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
cycle plan

NOT STARTED | purchase professional texts to support professional readings and or book clubs"

Oct 05, 2018 to Nov 30, 2018 - Admin

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
purchase order

NOT STARTED | identify workshops and seminars to support professional learning"

Aug 27, 2018 to Jun 12, 2020 - ILT

Status history

Aug 9

NOT STARTED | Aug 09, 2018
Evidence
purchase order

ON-TRACK | allocate funds for instructional coaching and support for teachers"

Aug 01, 2018 to Jun 07, 2019 - Admin

Status history

Aug 9

ON-TRACK | Aug 09, 2018
Evidence
agendas, POs, sign in sheets, contract

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.

> Higgins will host programs and activities for the involvement of parents in the Title 1 programs. The initial working meeting will be conducted by the administration at the beginning of the year and the agenda along with sign-in sheets will be readily accessible. Higgins will schedule quarterly meetings with parents during PAC meetings to review and or revise the ESSA, Title 1 parent involvement plan and policy.

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

> The initial meeting will be conducted by administration and the agenda will include the following: review ESSA policies, regulations, & restrictions. Monthly PAC meetings will be held every first Wednesday of the month. Monthly calendars, newsletters & robo calls and marquee will serve as means of communication to keep all parents informed about the monthly scheduled meetings. The Principal's will host a Title 1 Annual Meeting, PAC Title 1 Organizational Meeting at the beginning of the school year. .

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.

> At the beginning of the school year a meeting will be convened for PAC and LSC to establish officers and develop a meeting calendar for the school year. At every meeting an owner will be attached to the action items developed and required to have updated information at the next meeting.

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.

> All state assessment results will be shared with parents during parent/teacher conferences, and at 3, 6 & 8 meetings.

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.

> Parents will be provided a written notification when a staff member is 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.

The parents will be invited to participate in the State of the School Address. The parents will also be involved in our Parent University, where they learn about the variety of state test, the academic process and skills that students need in order to be successful on the State Wide Assessments. Parents will also learn about how independent reading at home increases vocabulary and comprehension which promotes success. The parents will have an opportunity to learn how instruction looks at the Core at Tier I, Tier II and Tier III. Parents will also sign up for parent portal to monitor progress of their child for academic success. Parents will also receive progress reports every fifth week to monitor their child's progress.

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

Higgins will offer parents training through monthly PAC meetings. This will be offered through current staff or external partners.

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.

Higgins will offer Parent Cafe' workshops to support on parents and families learn about child development and how to support student academic learning. Parenting workshops cover a number of different issues, such as children's language development and learning styles, parent nurturing and discipline strategies, child abuse prevention, and nutrition and health practices. For example, Higgins will offer monthly parenting workshops each month on topics such as the relationship between child achievement and parent expectations, "protective parenting" skills to prevent children from engaging in unhealthy behaviors, and anger management. In addition, Higgins will continue to work with Between Friends to provide Parent workshops.

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.

Higgins will also continue to have parent meetings lead by the Office of Early Childhood. The Office of Early Childhood and the school administration works side by side to conduct meetings that will encourage parents to participate in our preschool program by allowing parents the opportunity to engage in conversations around what is expected after preschool, explaining the State Wide Assessments and the core knowledge that preschoolers should leave with entering kindergarten. The parents are encouraged to bring students to school everyday to promote a consistent flow of learning of basic skills. The preschool teachers collaborate with the primary team to learn about the curriculum so they will be able to speak to expectations and encourage parents to help students with basic skills. Parents also volunteer in the preschool and help encourage other parents in the community to volunteer at the school.

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.

Parents will receive a monthly calendar, a newsletter , school marquee and a robo call to parents that have consented will be made 7 days prior to an event to inform parents of the activities that are happening at the school.

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.)

Higgins Community Academy will prepare students for the 21st Century by engaging all learners and meaningful experiences that will prepare them for college and careers. Higgins will provide a caring, collaborative learning community supported through partnerships with families, businesses, and communities in an effort to prepare students to be self-directed and life-long learners. Higgins and parents will use their experiences and expertise to build new learning experiences that will aide in students learning across content areas.

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

Parent teacher conferences are help at the 10th & 30th week of school. Parents are invited to meet their child's teacher to discuss assessment results & grades. Parents receive data reports and strategies on how to better assist their children at home. We will also have a meeting for students in grades 3, 6 & 8 for promotion policy.

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

Parents will receive progress reports at the 5th, 15th, 25th, & 35th week of school. Progress reports will be disseminated to students who must provide their reports to parents. Parents have access to Parent Portal which allows them to monitor their child's progress at any time.

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

Parents are encouraged to make appointments with their child's teacher in order to meet with them at a mutually convenient time. However, parents may consult with teachers during scheduled prep times any day of the week. .

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

Parents must first complete the CPS volunteer process. Parents receive a parent brochure which outlines important information regarding the volunteering process. All parents have access to their child's teacher and classroom.

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

Parents can assist in their child's learning by ensuring all homework is completed daily. Send students prepared to learn with the proper attire and learning tools. Parents can monitor Gradebook to ensure their child is on track for grades and attendance.

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

The parents will have opportunities to attend ILT meetings, common planning meetings, and data engagements in the school as administration and teachers plan for strategies and purchasing materials that will supplement the Core Curriculum. Selected members of the LSC will also be involved in a part of the interviewing process as we hire new staff to our school community. Parents will have opportunities to fill out surveys during open house, report card pick-up and the various Parent University meetings to give feedback on instruction, culture, and academic achievement of their students.

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).

Higgins will offer various attendance incentives throughout the school year to encourage student attendance. It is our belief that students can only learn if they are in their seats everyday. In addition, we will continue to work with out students and staff around SEL practices. Students are to be Ready, Respectful and Resilient at all times and adhere to the school wide expectations.

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.

Familiarize parents with CPS parental involvement policies, procedures and with NCLB parental involvement mandates and policies. Empower parents to guide and support student learning at home by providing them with knowledge and skills necessary to be active participants in their student's education. We will enhance their knowledge of Common Core Math, Assessments, & Social Emotional Learning, consultants will provide training on a quarterly basis. Parents will also attend workshops aligned to these topics.

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 meetings, trainings and workshops.	$	460	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	1200	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	436	.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