



Stephen K Hayt Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Daniel Gomez	Principal	dagomez@cps.edu	No Access
Chris Twomey	assistant principal	ctwomey@cps.edu	No Access
Susan Feiler	German teacher	srfeiler@cps.edu	No Access
Holly Lauzze	upper grade math teacher	helauzze@cps.edu	No Access
Tomas Romano	special education teacher	tromano1@cps.edu	No Access
Michelle Adelstein	bilingual resource teacher	mladelstein@cps.edu	No Access
Ian Brogan	upper grade science teacher	ibrogan@cps.edu	No Access
Jashvanti Patel	special education teacher	jppatel@cps.edu	No Access
Patricia Meagher	upper grade ELA and SS teacher	pjmeagher@cps.edu	No Access
Raffaella Romano	upper grade ELA and SS teacher	raromano@cps.edu	No Access
Whitney Cler	technology teacher	wcler@cps.edu	No Access
Bridget Harris	parent / LSC member	bharris46@gmail.com	No Access
Mariam Saba	Upper Grade Teacher	mjaghi2@cps.edu	No Access

Team meetings

Date	Participants	Topic
11/27/2017	Daniel Gomez, Chris Twomey, Raffaella Romano, Holly Lauzze, Ian Brogan, Patricia Meagher, Tomas Romano, Jashvanti Patel, Mariam Saba, Whitney Walsh, Susan Feiler	CIWP Timeline
12/18/2017	Daniel Gomez, Chris Twomey, Raffaella Romano, Holly Lauzze, Ian Brogan, Patricia Meagher, Tomas Romano, Jashvanti Patel, Michelle Adelstein, Whitney Walsh, Susan Feiler	SQRP and CIWP Protocol
01/16/2018	Daniel Gomez, Chris Twomey, Raffaella Romano, Holly Lauzze, Ian Brogan, Patricia Meagher, Tomas Romano, Jashvanti Patel, Michelle Adelstein, Whitney Walsh, Susan Feiler	SQRP and CIWP Protocol
02/26/2018	Daniel Gomez, Chris Twomey, Raffaella Romano, Holly Lauzze, Ian Brogan, Patricia Meagher, Tomas Romano, Jashvanti Patel, Michelle Adelstein, Whitney Walsh, Susan Feiler	CIWP Timeline and SEF
03/05/2018	All Teachers	School Excellence Framework
03/19/2018	Daniel Gomez, Chris Twomey, Raffaella Romano, Holly Lauzze, Ian Brogan, Patricia Meagher, Tomas Romano, Jashvanti Patel, Michelle Adelstein, Whitney Walsh, Susan Feiler	Review School Excellence Framework and Determine Priorities and Flex Day CIWP Activities
04/02/2018	All Teachers	Constructing Action Steps and Theory of Action
04/23/2018	Daniel Gomez, Chris Twomey, Raffaella Romano, Holly Lauzze, Ian Brogan, Patricia Meagher, Tomas Romano, Jashvanti Patel, Michelle Adelstein, Whitney Walsh, Susan Feiler	Refine Theory of Action and Action Steps

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

Improve the use of LLI for struggling students using teacher assistants
 Gen. Ed. teachers use the MTSS process (AIMS Web)
 There is a common curriculum used within grade levels for math (Go Math or Math Big Ideas)
 Conversations between grade levels is helping to encourage collaboration
 All grades use progress monitoring for below grade level students
 Guided Reading is practiced in all primary grades
 PBIS is practiced in all grades
 Common grade level assessments
 Uniform meeting day (Monday) for committees
 More teacher led and directed PDs

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	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

Budget is shared with ILT
 Committees share out at ILT meetings
 The ILT team meets consistently
 The ILT includes a diverse sample of staff and works to improve teaching and learning.
 ILT membership was consistent for previous two years.
 Data from the SQRP and 5Essentials is being reviewed, discussed and acted upon

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 4

Peer Observations & reflection activities
 Teachers attend Network Summits
 Grade levels have common planning time

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback: surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1 **2** 3 4

Middle school schedule has been enhanced to support student achievement
 seek more input when selecting materials
 scheduling supports the following: grade level collaboration, MTSS enrichment support in high priority subjects (math and language arts)
 Funds have been used to support EL after school program and technology
 Middle school grade teachers are teaching content that leverages their strengths
 Teachers are present when interviewing new candidates

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**

- Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.
- Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
 - Ensure all students have fair access to high-quality teachers in the school.
- Effectively utilize Related Service Providers at the classroom level.
- Use data including teacher evaluations and exit interviews to inform a retention strategy.
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- Make outreach efforts to engage community members as partners and resources.
- Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 3 4

Increased technology support for teachers
 School-wide implementation of NGSS science standards through attendance at PDs by science teachers
 Curriculum is aligned though scope and sequence
 Curriculum is almost entirely aligned with Common Core State Standards
 Teachers have endorsements to meet the needs of our population (ELL, ESL, & Gifted)
 EL & DL students participate in grade-level activities
 School uses differentiated tools to support all learners (LLI, iPads, laptops)
 Teachers are thoughtfully selecting curriculum materials and they are assessed annually.
 Community partnerships are evident

Guide for Curriculum

- - Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.
 - Focus so units can be adequately addressed in the time available.

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

More technology in different grade levels.
 More instructional material brought from science PDs by staff who attend- NGSS aligned. Primary grades are lacking in this.
 Use of technology through smartboards, Ipads, laptop carts, and computer lab schedule (Tech class) providing multimedia support for students
 Raz-Kids, Rosetta Stone
 Vocabulary curriculum purchased for 6-8th grade.
 K-3: School purchased of Okapi’s Guided Reading Program
 LLI Program in primary grades
 MS math: Big Ideas
 Go Math curriculum
 Compass Learning

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Grade Levels are becoming more consistent with grade book categories and assignment entries
 Data from Hayt's shared school-wide document, that includes scores from DIBELS, NWEA (Map), PARCC, LLI, help assist in driving instruction and supporting diverse learners (more reliant on this data now than student work data).
 Peer observations are conducted.
 Monthly bulletin boards display student work with the corresponding CCSS.
 Special contests/events like PTA involved in Movie Night, Science Fair, History Fair, and spelling bee.
 6th and 8th grade gifted often showcases work.
 Tasks reflect key shifts in mathematics through common curriculum.
 Literacy curriculum involves close reading of complex text, argument writing, and text that reflects a breadth of knowledge.
 Assessments across the curriculum will include a writing component.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college 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

Staff college shirt day
 Access to challenging curriculum to prepare for high school
 Career Day is on the calendar.
 Advisory curriculum includes college and career readiness learning targets
 8th grade algebra
 Data sheets are shared with students and they develop goals
 Monitoring progress of ELs during transition.
 3rd and 4th grade science in the classroom with Northwestern- college visit included

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

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

Instruction:

Score

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.

1 2 **3** 4

Many teachers attend PDs to support new learning
 Ability-based grouping designed to meet the needs of all students (high, med, low)
 Focus on differentiating instruction to meet various student instructional levels
 Comprehensive Gifted Program use of advanced organizers and reasoning webs
 Student metacognition of learning
 Use of Compass Learning, Razkids, Headsprout, and LLI for targeted supports based on students' identified needs
 57% of students with IEPs are in the gen ed classroom at least 80% of the day
 Frequent use of student data sheets in grade level meetings
 AIMSWeb, DIBLES,TRC, Access and Easy CBM are used to progress monitor data to trace effectiveness of interventions and student response to interventions
 UDL framework and WIDA standards are embedded in lesson plans

Guide for Instruction

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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.

1 2 **3** 4

Common quarterly assessments used in ELA and Math.
 Common grade book categories and percentages. Consistent number of grades.
 Accommodations used for diverse learners.
 Use of data to inform planning.
 DL, ESL, and Gen Ed Teachers collaborate to assign grades.
 UDL framework and WIDA standards are embedded in lesson plans
 AIMS web, DIBLES,TRC, Access and Easy CBM are used to progress monitor data to trace effectiveness of interventions and student response to interventions
 Use of student data sheets frequently in grade level meetings
 Student goal setting sheets

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

Curriculum includes SEL standards (Second Step K-5 and Advisory periods 2x per week grades 6 - 8)
 PBIS and Restorative Practices are broken up in grade bands to facilitate appropriate approaches for students
 PBIS Emerging Supportive School Certification - working toward 'established'
 Team meets regularly
 Check-in/Check-out process
 A Variety of Circles
 Community in Schools partnership with representative at Hayt school every day
 Social Worker
 MTSS
 Committee meets on a regular basis
 MTSS check in meetings with administration
 resource teachers provide MTSS support
 NWEA BOY testing data used data to tier students Grades 2 - 8
 DIBELS,TRC, are used to tier students K - 2

All students 3 - 8 use Compass Learning 2 - 3 days a week (minimum). Students in Tier 2 or 3 use Compass Learning 3 - 5 times a week.
 K-2 students significantly below grade level in Reading are in LLI program that meets 5 times a week for 30 minutes
 Enrichment teachers provide guided instructions for Tier 2 and 3 students

Tier 2 and 3 students are progress monitored weekly/biweekly using AimsWeb or DIBELS

Monthly attendance graphs shared with homeroom teachers & students. Incentives for perfect attendance for the month.

DIBELS/TRC testing support for homeroom teachers

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
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Measures	✓ 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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Utilize blue goal setting sheets quarterly
 Continue with implementation of progress bullets
 Continue to work on communication between Special Education and Bilingual teachers and classroom teachers to provide adequate support
 Continue to work on communication between Special Education and Bilingual teachers and classroom teachers to provide adequate support
 Use consistent parent communication tool schoolwide
 Several grade levels use Class Dojo, Edmodo, Remind, class newsletters, websites to communicate with Parents
 Class Dojo: K-5 & Remind 6-8
 Improve Tier 3 Interventions with consistent form

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Open classroom policy still exists upon appointment
 Implementing Second Step and Middle School advisory curriculum with SEL focus has increased
 Increased Spirit Days & Check-in Check-out
 Increased PBIS grade band prizes
 Community building programs provided for students including: Brothers to Hermano, The Viola Project, Girls on the Run, Audacity, Trailblazers, Roots and Shoots, Global Music Grant, Academic Coaching, Ballroom Dancing, Computer Science Club, Cooking Club, & Korean Club
 Students' heritage valued in classroom & in cultural festivals
 Stronger grade level teams
 Increased peer observations
 Community in Schools & full time counseling services
 Consider alternatives to detention
 Add new members to the social committee & encourage more teachers to participate

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

Community building programs provided to students including: Brothers to Hermano, Girls on the Run, The Viola Project, Audacity, Trailblazers, Roots and Shoots, Global Music Grant, Academic Coaching, Ballroom Dancing, Computer Science Club, Cooking Club, Act Out & Korean Club

Our school offers a variety of sports to fit each season. Including Girl's on the Run, girls volleyball, girls and boys basketball, soccer intramurals

Students would benefit from more sports/clubs(chess)

Faculty members need to be identified to lead student council

100% participation for teacher My Voice, My school survey

Middle school students creating Hayt newspaper (online)

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ MVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 2 3 4

Hire a 2nd & 3rd security guard to assist with before lunch and after school student activities
 Continue to implement SEL program to teach students with problem solving with peers without violence or emotional harm to others.
 Increase consistency in enforcing dismissal procedures at entrance/exit doors
 Consistent & strong policies/procedures with PBIS
 Place playground assigned assistants at doors
 Discuss security measures with Right at School coaches (backdoor handicap button)
 Decrease issues with recess coaches by hiring parents?

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)

- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 **3** 4

Strong implementation of PBIS practices
 Staff using peace circles and restorative justice practices
 Full time counseling support for students, Communities in Schools
 Offer more incentives/rewards for primary grades
 Part-time social worker on staff to develop behavior management strategies

Guide for Restorative Approaches to Discipline

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

- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Score

1 2 **3** 4

PTA is actively involved in planning events such as pencil grams, movie nights, holiday bazaar
 Create a parent email list and share information electronically rather than paper newsletters
 School festivals that invite parents to school: Shakespeare, Poetry, Family Cultural, Field Day/ & A parent street activity
 Solicit parents that speak other languages to assist other parents who need communication assistance
 Increase the number of parents using Parent Portal by offering a workshop?

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

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
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National School Growth Percentile - Reading

The goals in reading reflect the strategies we have been using along with those that will be implemented:

- use of the Leveled Literacy Intervention system (K-3)
- an emphasis on balanced literacy in the primary grades
- dedicated MTSS period 3x a week in departmental classes to target struggling students
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary
- use of technology and apps to support differentiation

86.00	83.00	87.00	86.00	90.00
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National School Growth Percentile - Math

The goals in math reflect the strategies we have been using along with those that will be implemented:

- dedicated MTSS period 3x a week in departmental classes to target struggling students
- use of common rubrics for CCSS assessments and tasks
- emphasis on consistent content language
- use of technology and apps to support differentiation

81.00	76.00	85.00	83.00	90.00
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% of Students Meeting/Exceeding National Ave Growth Norms

The goals in reading reflect the strategies we have been using along with those that will be implemented:

- use of the Leveled Literacy Intervention system (K-3)
- an emphasis on balanced literacy in the primary grades
- vertically aligned curriculum mapping of CCSS
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary
- strengthened implementation of SEL standards
- use of technology and apps to support differentiation

64.70	65.30	66.00	67.50	70.00
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African-American Growth Percentile - Reading

The goals in reading reflect the strategies we have been using along with those that will be implemented:

- use of the Leveled Literacy Intervention system (K-3)
- an emphasis on balanced literacy in the primary grades
- vertically aligned curriculum mapping of CCSS
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary instruction
- use of technology and apps to support differentiation

82.00	91.00	89.00	92.00	93.00
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Hispanic Growth Percentile - Reading

The goals in reading reflect the strategies we have been using along with those that will be implemented:

- use of the Leveled Literacy Intervention system (K-3)
- an emphasis on balanced literacy in the primary grades
- vertically aligned curriculum mapping of CCSS
- strengthen inclusion practices and co-teaching models
- continue use of technology apps to support diverse learners
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary
- use of technology and apps to support differentiation

71.00	78.00	72.00	82.00	84.00
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English Learner Growth Percentile - Reading

The goals in reading reflect the strategies we have been using along with those that will be implemented:

- use of the Leveled Literacy Intervention system (K-3)
- an emphasis on balanced literacy in the primary grades
- vertically aligned curriculum mapping of CCSS
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary
- strengthened implementation of SEL standards
- use of technology and apps to support differentiation

96.00	81.00	59.00	82.00	84.00
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Diverse Learner Growth Percentile - Reading

The goals in reading reflect the strategies we have been using along with those that will be implemented:

- use of the Leveled Literacy Intervention system (K-3)
- an emphasis on balanced literacy in the primary grades
- vertically aligned curriculum mapping of CCSS
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary
- strengthened implementation of SEL standards
- use of technology and apps to support differentiation

46.00	29.00	50.00	40.00	50.00
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African-American Growth Percentile - Math

The goals in math reflect the strategies we have been using along with those that will be implemented:

- after reviewing several math curricula, the math committee selected a CCSS math curriculum for grades K-5 (6-8 previously purchased)
- vertically aligned curriculum mapping of CCSS
- dedicated MTSS period 3x a week in departmental classes to target struggling students
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary
- use of technology and apps to support differentiation

87.00	61.00	70.00	65.00	70.00
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Hispanic Growth Percentile - Math

The goals in math reflect the strategies we have been using along with those that will be implemented:

- after reviewing several math curricula, the math committee selected a CCSS math curriculum for grades K-5 (6-8 previously purchased)
- vertically aligned curriculum mapping of CCSS
- dedicated MTSS period 3x a week in departmental classes to target struggling students
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary
- use of technology and apps to support differentiation

69.00	73.00	84.00	77.00	80.00
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English Learner Growth Percentile - Math

The goals in math reflect the strategies we have been using along with those that will be implemented:

- after reviewing several math curricula, the math committee selected a CCSS math curriculum for grades K-5 (6-8 previously purchased)
- vertically aligned curriculum mapping of CCSS
- dedicated MTSS period 3x a week in departmental classes to target struggling students
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary
- use of technology and apps to support differentiation

96.00	91.00	78.00	93.00	95.00
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Diverse Learner Growth Percentile - Math

The goals in math reflect the strategies we have been using along with those that will be implemented:

- after reviewing several math curricula, the math committee selected a CCSS math curriculum for grades K-5 (6-8 previously purchased)
- vertically aligned curriculum mapping of CCSS
- dedicated MTSS period 3x a week in departmental classes to target struggling students
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary
- use of technology and apps to support differentiation

3.00 17.00 70.00 40.00 50.00

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

The goals in reading reflect the strategies we have been using along with those that will be implemented:

- use of the Leveled Literacy Intervention system (K-3)
- an emphasis on balanced literacy in the primary grades
- vertically aligned curriculum mapping of CCSS
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary
- strengthened implementation of SEL standards
- use of technology and apps to support differentiation

73.00 79.00 84.00 84.00 90.00

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

The goals in math reflect the strategies we have been using along with those that will be implemented:

- after reviewing several math curricula, the math committee selected a CCSS math curriculum for grades K-5 (6-8 previously purchased)
- vertically aligned curriculum mapping of CCSS
- dedicated MTSS period 3x a week in departmental classes to target struggling students
- use of common rubrics for CCSS assessments and tasks
- emphasis on vocabulary
- use of technology and apps to support differentiation

71.00 74.00 91.00 85.00 90.00

National School Attainment Percentile - Reading (Grade 2)

The goals in reading reflect the strategies we have been using along with those that will be implemented:

- use of the Leveled Literacy Intervention system (K-3)
- an emphasis on balanced literacy in the primary grades
- vertically aligned curriculum mapping of CCSS
- use of common rubrics for CCSS assessments and tasks
- administer the NWEA at the BOY, MOY and EOY to better monitor attainment
- use of technology and apps to support differentiation

62.00 63.00 74.00 70.00 75.00

National School Attainment Percentile - Math (Grade 2)

The goals in math reflect the strategies we have been using along with those that will be implemented:

- after reviewing several math curricula, the math committee selected a CCSS math curriculum for grades K-5 (6-8 previously purchased)
- vertically aligned curriculum mapping of CCSS
- dedicated MTSS period 3x a week in departmental classes to target struggling students
- use of common rubrics for CCSS assessments and tasks
- administer the NWEA at the BOY, MOY and EOY to better monitor attainment
- use of technology and apps to support differentiation

38.00 42.00 74.00 70.00 75.00

% of Students Making Sufficient Annual Progress on ACCESS

The goals we have selected for Sufficient Annual Progress

32.10 (Blank) 52.00 35.00 40.00

Average Daily Attendance Rate

The goals we selected in attendance are an attempt to increase our average daily attendance to above 96%. We have implemented strategies in the current year (2017-2018) and have successfully risen above 95% after a year that was close to dropping below 95%. We will utilize incentives for individual students (pencils, certificates, etc.). We will also use incentives for classrooms and we have a traveling mascot that will go to the room with the highest attendance for each month.

95.30

95.10

96.00

96.00

96.50

My Voice, My School 5 Essentials Survey

The ILT will meet to discuss all the areas of concern and decide what take appropriate steps can be taken to improve all 5 areas of the 5 Essential Survey.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Have a schoolwide focused, consistent and purposeful professional learning community

- Effective teaching strategies disseminated schoolwide through the use of professional learning cohorts centering around areas of needs and interests
- Increased and enhanced professional relationships
- Increased communication across grade levels leading to improved vertical alignment
- Identified gaps in scope and sequence
- Increased content knowledge of teachers

- Improved culture for learning
- Easier transitions between grade levels
- Increased student learning outcomes (e.g. NWEA, engagement)
- Collegiality among staff
- Families encounter consistent expectations among teachers

Tags:

Academic achievement

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Year long professional learning focusing on Summit theme of Agency, Authority and Identity (serves as a unifying theme but cohorts can connect over a broad range of ideas)

ILT and Administration

Jun 30, 2018 to Jun 30, 2020

Not started

Agency authority identity

Create a survey to learn areas of need and interest (connected to professional learning focus?)

ILT and Administration

Jun 30, 2018 to Jun 30, 2020

Not started

Balanced literacy, Agency, authority and identity

Consult expert opinions for PD

ILT and Administration

Jun 30, 2018 to Jun 30, 2020

Not started

Balanced literacy, Agency, authority and identity

Determine a professional development schedule based on the amount and frequency of staff professional development time.

ILT and Administration

select

Not started

Kindergarten - 2nd grade will focus on balanced literacy.

(Blank)

select

Not started

Strategy 2

If we do...

Adopt up to date instructional materials for science and language arts across grade levels...

...then we see...

- Horizontally and vertically aligned units
- Students engaged in rigorous lessons that fully integrate learning opportunities
- Intentionally planned lessons based on the most current research-based methods
- Connections to authentic learning experiences embedded with multimedia and real life experiences
- Tools and supports that are recognizable to students that utilize a common language from grade to grade
- UDL aligned curriculum involving choice and multiple means of access, engagement, and assessment

...which leads to...

- More students attaining and exceeding grade level standards who demonstrate this knowledge on standardized tests as well as in the classroom
- Increased number of Hayt students who are prepared for high school, college and career and civic engagement.

Tags:
Curriculum

Area(s) of focus:
2

Action step

Determine instructional material options that are approved by CPS for Language Arts and Science if applicable. Otherwise, investigate curriculum options that are aligned with CCSS and NGSS and narrow down options to a manageable number.

Responsible

ILT, committees (to be formed), Administration, grade band teams

Timeframe

Jun 30, 2018 to Jun 30, 2020

Status

Not started

Curriculum

Utilize current committees (literacy, balanced literacy, science) to match curriculum options to the Expectations for Depth and Breath of Student Learning as found on pages 14 and 15 of the CPS School Excellence Framework.

Literacy and Science Committees, ILT and Administration

Jun 30, 2018 to Jun 30, 2020

Not started

Curriculum

Committees bring instructional material examples to grade band teams. Grade band teams examine materials and supporting technology with the CPS School Excellence Framework in mind. Grade bands determine best options.

Literacy Committees, grade band teams, Administration

Jun 30, 2018 to Jun 30, 2020

Not started

Curriculum

Strategy 3

If we do...

Provide multiple opportunities for students to connect their interests to the content through projects, group work, texts, etc. (Instruction)

...then we see...

Student engagement increase, and students will take more responsibility for their learning, leading to authentic classroom discussion and improved classroom culture

...which leads to...

Internalizing and generalizing academic and SEL skills and the emergence of self-directed learners inside and outside of the classroom

Tags:
Instruction

Area(s) of focus:
3

Action step

Responsible

Timeframe

Status

All teachers will provide interest surveys and learning profiles for students in their classrooms	classroom teachers	May 30, 2018 to Jun 30, 2020	Not started
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Instruction, Agency, authority and identity

Apply the results of the surveys and learning profiles when planning units and projects	classroom teachers	Jun 30, 2018 to Jun 30, 2020	Not started
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Instruction, Planning and prep

Professional learning will focus on Agency, Authority and Identity through professional learning cohorts (observations and articles)	Admin and ILT and Teacher Cohorts	Jun 30, 2018 to Jun 30, 2020	Not started
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Strategy 4

If we do...

standards based instruction and assessments that are vertically aligned

...then we see...

- timely use of the results
- a meaningful assessment plan
- fewer gaps in instruction

...which leads to...

- improved student outcomes on classwork and standardized tests (NWEA)
- students better prepared for the next grade level
- increased and more consistent rigor and Depth of Knowledge across grade levels at a particular grade

Tags:

Expectations for depth & breadth of quality teaching: balanced assessment & grading, Balanced assessment and grading

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Engage in training and norm setting related to Gradebook and grading across the grade bands	Administration, ILT and PPC	Jun 30, 2018 to Jun 30, 2020	Not started
Grade band guided development of standards based assessments	grade level teachers	Jun 30, 2018 to Jun 30, 2020	Not started
Create an assessment cycle to review results and adjust instruction	grade levels / grade bands	select	Not started

Action Plan

Strategy 1

NOT STARTED

Year long professional learning focusing on Summit theme of Agency, Authority and Identity (serves as a unifying theme but cohorts can connect over a broad range of ideas)"

Jun 30, 2018 to Jun 30, 2020 - ILT and Administration

Status history

NOT STARTED

May 07, 2018

Evidence

agendas, observation feedback, NWEA and DIBELS results

NOT STARTED

Create a survey to learn areas of need and interest (connected to professional learning focus?)"

Jun 30, 2018 to Jun 30, 2020 - ILT and Administration

Status history



NOT STARTED

May 07, 2018

Evidence

surveys, agenda, DIBELS and NWEA results

NOT STARTED

Consult expert opinions for PD"

Jun 30, 2018 to Jun 30, 2020 - ILT and Administration

Status history



NOT STARTED

May 07, 2018

Evidence

agendas from professional development

NOT STARTED

Determine a professional development schedule based on the amount and frequency of staff professional development time."

- ILT and Administration

Status history



NOT STARTED

May 07, 2018

Evidence

NOT STARTED

Kindergarten - 2nd grade will focus on balanced literacy."

-

Status history



NOT STARTED

May 07, 2018

Evidence

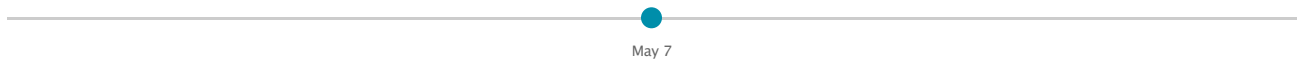
Strategy 2

NOT STARTED

Determine instructional material options that are approved by CPS for Language Arts and Science if applicable. Otherwise, investigate curriculum options that are aligned with CCSS and NGSS and narrow down options to a manageable number."

Jun 30, 2018 to Jun 30, 2020 - ILT, committees (to be formed), Administration, grade band teams

Status history



NOT STARTED May 07, 2018
Evidence
committee meetings, curriculum review rubrics, surveys and Google Docs

NOT STARTED
Utilize current committees (literacy, balanced literacy, science) to match curriculum options to the Expectations for Depth and Breath of Student Learning as found on pages 14 and 15 of the CPS School Excellence Framework."

Jun 30, 2018 to Jun 30, 2020 - Literacy and Science Committees, ILT and Administration

Status history



NOT STARTED May 07, 2018
Evidence
committee meeting agendas, rubrics for curriculum review

NOT STARTED
Committees bring instructional material examples to grade band teams. Grade band teams examine materials and supporting technology with the CPS School Excellence Framework in mind. Grade bands determine best options."

Jun 30, 2018 to Jun 30, 2020 - Literacy Committees, grade band teams, Administration

Status history



NOT STARTED May 07, 2018
Evidence
committee meeting notes, lesson plans

Strategy 3

NOT STARTED All teachers will provide interest surveys and learning profiles for students in their classrooms"

May 30, 2018 to Jun 30, 2020 - classroom teachers

Status history



NOT STARTED May 07, 2018
Evidence
surveys, lesson plans

NOT STARTED Apply the results of the surveys and learning profiles when planning units and projects"

Jun 30, 2018 to Jun 30, 2020 - classroom teachers

Status history



NOT STARTED May 07, 2018
Evidence
lesson plans, student work

NOT STARTED Professional learning will focus on Agency, Authority and Identity through professional learning cohorts (observations and articles)"

Jun 30, 2018 to Jun 30, 2020 - Admin and ILT and Teacher Cohorts

Status history

May 7

NOT STARTED

May 07, 2018

Evidence

agendas from staff PD, peer observation forms

Strategy 4

NOT STARTED

Engage in training and norm setting related to Gradebook and grading across the grade bands"

Jun 30, 2018 to Jun 30, 2020 - Administration, ILT and PPC

Status history

May 7

NOT STARTED

May 07, 2018

Evidence

agendas, norm documents for grading, Gradebook

NOT STARTED

Grade band guided development of standards based assessments"

Jun 30, 2018 to Jun 30, 2020 - grade level teachers

Status history

May 7

NOT STARTED

May 07, 2018

Evidence

common assessments, school wide assessment plan

NOT STARTED

Create an assessment cycle to review results and adjust instruction"

- grade levels / grade bands

Status history

May 7

NOT STARTED

May 07, 2018

Evidence

grade level agendas, pre and post tests

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

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.

Hayt School will involve parents in the joint development and periodic review of the NCLB, Title I plan by organizing the parent NCLB-PAC and facilitating monthly meetings. At these meetings, parents will be solicited for input on how the school can best assist the parents in supporting their children. In addition, there is an on-going review of the NCLB plan, which allocates teachers and resources that are used. These allocations are reviewed and revised with parent input on the identified priorities and action plan to increase student achievement. We involve parents by organizing events to provide a forum for communicating curriculum and instruction goals (i.e. Family Nights) and advising parents of their child's progress at Report Card Pickup Days. PAC will review this policy at the organizational meeting

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

The Title 1 Annual Parent meeting will be held September 18, 2018. The NCLB-PAC Title 1 Organizational Meeting will be held on September 20, 2018. The NCLB-PAC meetings will be held on a monthly basis. At the beginning of the year, all parents receive a master schedule of all LSC, NCLB-PAC and BAC meetings. The meeting schedule is also placed on our school calendar, which is available for viewing on the school's website public calendar. All meetings are also mentioned (with day, date, and time) in the monthly parent newsletter. In addition, on a monthly basis, our school invites all parents to attend the NCLB-PAC meetings by posting the agenda on a public outdoor bulletin board and we also send out notices to parents at least 72 hours prior to the meeting.

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

Parents are encouraged to express their suggestions and concerns at all meetings. After which, these ideas are thoroughly explored at leadership team meetings and grade level meetings. The principal has an open door policy to meet with parents regarding any concerns and suggestions parents may have on their child's education. We give parental input every consideration as we work collaboratively to build effective instructional programs and develop our school improvement plan. Parents are encouraged to complete the My Voice, My School survey each year about their perceptions of the school.

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.

Hayt hosts an Open House at the beginning of each school year in order to introduce the parents and students to the curriculum and school-based assessments. Every five weeks, parents receive an academic progress report that indicates classroom assignments, homework, assessments and student participation. These reports also include the proficiency levels the students are expected to meet. In addition, every ten weeks, all students receive a quarterly report card. For the first and third quarters, the school conducts parent/teacher conferences. Letters that detail students' performance on state and district assessments are sent home as soon as they become available. Teachers make themselves available by appointment for 10 minutes.

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.

Each year, the parents are asked if they would like to be notified in regards to the "highly qualified" status of teacher(s). If so, parents are notified by letter of the qualifications of teachers. Please add the definition of "highly qualified", per the Title 1 Guidelines.

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

The school conveys information to parents via the school website, ALL state assessments and academic achievements, a list of all exams and months it will be taken. Parents need to be notified that teachers need to be contacted to determine times to meet. During parent-teacher conferences, parents are informed of how their child is progressing in meeting academic achievement standards. In addition, Parents receive information and assistance in registering with the districts Parent Portal application which helps parents access academic information on a daily basis. The school's website will have updated information

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.

A variety of parent workshops are scheduled during the school year. Parents are given instructional material to take home to support student learning at home. Parents are encouraged to attend these training sessions as needed. The workshop schedules are posted on the school's calendar and notices are sent home with students.

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.

The Hayt staff is routinely encouraged to utilize parental involvement as an effective tool for improving student achievement. Thus, our classroom teachers communicate consistently with parents by personal notes, classroom or grade level newsletters, email, phone calls, and/or parent conferences. Teachers received training on how planning agendas can be used as a communication tool for students, teachers, and parents. The teachers are also available to meet with parents before school, as well as to use their daily prep periods to communicate with parents via email, telephone and in person during the school day. In addition to the above methods of communication, the school has provided training to teachers on how to create and utilize a classroom website.

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.

Our Pre-K teachers organize activities to promote parental involvement such as, art and virtual Pre-K activities that parents enjoy with their entire family. Pre-K teachers host parent meetings to share information on the transition to kindergarten as well as on Pre-K standards and rubrics. The Pre-K team encourages parents to attend all field trips.

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.

Our school posts monthly meetings and sends home informative reminders in at least 2 languages: English and Spanish. Some are also in Arabic and Urdu. Our school website has a feature that translates all information in numerous languages.

Policy Implementation Activities

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

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

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



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

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

n/a

School-Parent Compact

Complete

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

We expect our students to graduate fully prepared to succeed in high school, college, and careers. In our classrooms, all students will engage in meaningful, enjoyable experiences that will teach them how to think critically and interact socially. The key to future success is literacy, so all subject areas will be enriched with analytical thinking, reading, writing, and debating. Technology is an integral part of the curriculum, which enables students to meet the demands of a rapidly changing society. At Hayt, all students, staff, and families will be encouraged to share their diverse ideas, so we may continue to grow as life-long learners.

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.

Parents are asked to pick up report card after the first and third quarters: November 14th, 2018 and April 10, 2019. Individual conferences between parent and teachers will be scheduled on those days in 10-minute increments between 11:30 am to 6:30 pm. Teachers lunch is from 3:00pm- 3:45pm.

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

Progress reports will be distributed on October 5th, 2018, December 14th, 2018, March 8th, 2019 and May 17th, 2019. The reports will be sent home with the students. Prior to each date, parents will be notified via the Principal's monthly newsletter and website when the progress reports are being distributed.

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

All teachers are available to meet with parents before school and well as during their daily preparation periods to communicate with parents via email, telephone, and in person.

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.

All parents are invited to volunteer. There is a parent volunteer packet available in the office for parents to complete. Teachers and administrators invite parents to assist in the classroom, on field trips, and for special events. Parents are also informed that they may view the teaching and learning in their child's classrooms upon request. We have information sheets for parent volunteers.

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

All parents are given the district policy on attendance and homework at the beginning of the school year. If a student's attendance, behavior, or academic performance becomes problematic, the teacher and/or administrator schedules a parent conference to discuss the problem and offer solutions. The appropriate staff member assists parents whenever needed.

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

Meetings occur throughout the year that involves parents in the educational decision-making of our students. Parents receive written notice of all meetings. Parents are encouraged to confer with teachers and administrators whenever necessary to discuss the education of their children and participate in the LSC and NCLB-PAC monthly meetings.

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

Through PBIS, we offer incentives that encourage positive behavior/attitude and academic achievement. With the use of agendas and other organizational strategies, students are explicitly taught how to manage their time and organize their materials and ideas to ensure success. In middle school, students learn how to set goals and self-monitor their progress, so they may take ownership of their learning.

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.

The ultimate goal of parent involvement is to increase student academic achievement. At Hayt, parents will decide what training topics and activities they need to assist their child. Ideally, there will be an activity scheduled every other month addressing literacy, math, science and social studies. At the end of the school year, a parent-teacher breakfast will be held in order to foster the home-school relationship.

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.	\$ 1015	.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.	\$ 300	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 220	.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)	\$ 3000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount	.00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount	.00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 600	.00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ 300	.00
53306	Software Must be educational and for parent use only.	\$ Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ Amount	.00

