



Hanson Park Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/23/2018	ILT Members	SEF Overview/ Discussion
03/13/2018	ILT Members	CIWP Overview
04/03/2018	ILT Members	CIWP Writing session
04/24/2018	ILT Members	CIWP completion
05/15/2018	ILT Members	CIWP completion
12/04/2017	ILT Members	Climate Survey
11/24/2017	ILT Members	PD planning and SEL activities
09/26/2017	ILT Members	CIWP review, PD planning

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

- *Administrators work closely with grade level teams to implement a clear and strategic vision for school success
- *State of Schools presentation twice yearly to LSC and Community
- *5 Essential results indicate school is organized for success
- *Analysis of NWEA/TRC results drive instructional practice at the classroom level

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

- *ILT meets bimonthly to discuss student data; effective instructional strategies and pedagogy;
- *ILT Chair and Principal set agenda for each meeting;
- *Grade level teams submit agendas weekly with ILT focus items included;

Guide for Instructional Leadership Team

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

- Meet regularly (2-4 times per month).
- Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	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:

Score

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

1 2 **3** 4

- *School PD plan is developed based on teacher/administrator/Network input to provide support
- *Professional learning is selected with the end goal of closing the achievement gap of minority groupings
- *PL is relevant to the cultural and linguistic needs of students
- *NWEA Growth in Reading was 73%; and 90% in Math
- *NWEA Attainment in Reading was 41% and in Math was 69%

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	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

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- *Teacher assignments are based on certification, teacher choice, and expertise at the grade level/subject areas;
- *Teacher Interview protocols are utilized for all open positions;
- *University partners are utilized in learning strategies in Reading, Math and Science; i.e. DePaul, Erickson, and Loyola
- *Financial decisions are based on needs, with research based materials to support all student learning;

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

- *SQRP Growth is 73% in Reading and 90% in Math;
- *SQRP Attainment is 43% in Reading and 69% in Math;
- *Literacy Units are developed with scope and sequence for all grades;
- *Literacy curriculum maps are collaboratively built by grade level teams;
- *Math Units and materials are developed collaboratively and based on CCSS;
- *Diverse Learners and EL students will be integrated as appropriate, and have access to all learning activities;

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	<ul style="list-style-type: none"> 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:

Score

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)

1 2 **3** 4

*Materials are purchased to meet the needs of all students;
 *Research based instructional materials are fully utilized;
 *Technology is utilized to support learning in all classrooms, including Bilingual and Diverse Learners;
 *Higher order and creative thinking skills is enhanced by technology;

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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

1 2 **3** 4

**SQRP Growth is 73% in Reading and 90% in Math;
 *SQRP Attainment is 43% in Reading and 69% in Math;
 *Student work is posted in all classrooms, including Diverse Learners and ELL students, with rubric scores and suggestions for improvement;
 *Grade level teams meet monthly with literacy coach to review and analyse student writing samples;

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction
	2b. Establishing a Culture for Learning
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For Observation Tool
✓	Checking In: Do Classroom Assessments Reflect Today's Higher Standards?
✓	Student Work Protocol (SQAP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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)

- *Students view college pennants and are aware of post secondary choices through conversations with teachers;
- *Counselor meets with all eighth grade students to discuss post elementary choices and guidance provided;
- *Pathways to Success is utilized for academic planning and student goal setting;
- *Eighth grade students participate in Algebra classes;

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

- *SQRP Growth is 73% in Reading and 90% in Math;
- *SQRP Attainment is 43% in Reading and 69% in Math;
- *Classroom teachers post essential questions to drive instruction in all classrooms, including Diverse Learners and ELL Students;
- *Differentiated instructional strategies are utilized in all classrooms, including Diverse Learners and ELLs;
- *Grade level teams participate in peer observations;
- *Formative and summative assessments are utilized in all classrooms including Diverse Learners and ELLs;

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"> ✓ SQRP 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 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 Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

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

- *SQRP Growth is 73% in Reading and 90% in Math;
- *SQRP Attainment is 43% in Reading and 69% in Math;
- *Grade level teams discuss and develop grading scales/weighting systems that are equitable;
- *Multiple measures of assessments are utilized to provide a more comprehensive picture of student learning;

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	✓ SQRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	1.c. Selecting Learning Objectives
	CPS Framework for Teaching
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4.a. Reflecting on Teaching & Learning
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

- *SQRP Growth is 73% in Reading and 90% in Math;
- *SQRP Attainment is 43% in Reading and 69% in Math;
- *Small group instruction is provided in reading and math to meet Tier 3 student needs;
- *PLP are completed for all students;
- *Tier 1 and Tier 2 instruction provide varying degrees of supports;
- *Student Attendance is 96%;

Guide for Multi-Tiered System of Supports

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

- Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	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:

Score

1 2 3 4

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

- *SQRP Growth is 73% in Reading and 90% in Math;
- *SQRP Attainment is 43% in Reading and 69% in Math;
- *Student expectations for behavior and academic success are displayed throughout the school;
- *Students receive recognition for academic achievement and reaching academic goals;
- *All classroom teachers hold students to high expectations;

Guide for Culture for Learning

- 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

- *5 Essentials results indicate high level of student to teacher trust;
- *5 Essentials results indicate high level of teacher to teacher trust;
- *Student demonstrate high level of respect to diversity of student population, i.e. Severe and Profound Students;
- *General education students adopt Special Needs students as learning buddies;
- *Adopt a Student - Mentoring Program:

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

- *Student After School Programming is based on student and staff interests;
- *Student Council Members contribute to school activity planning;
- *Students participate in Interscholastic Sports;
- *Student Service Clubs; ie.: Recycling Club, Tech Team, play an integral role in school and community;

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"> • MVMS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of all projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. 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

*Vast majority of teaching staff are rated as Proficient or Distinguished on REACH Evaluations;
*MVMS student score indicates a safe school environment;

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	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to

Score

1 2 **3** 4

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.

- *Misconduct data reflects majority of minor infractions;
- *Routines and procedures are positively stated and followed by students throughout the school year;
- *PBIS is evident throughout school in all classrooms, hallways, and co-curricular classes;

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

- *Newsletters are sent home monthly to communicate with parents and community;
- *Special events at school are advertised on the website, school marquee, and flyers are sent home;
- *PAC and BAC Meetings are held on a regular basis and advertised;
- *MVMS results indicate a favorable rating on parent involvement;
- *International Festival reflects a variety of cultures through the arts performances;
- *Monthly Parent Coffees are held with a variety of programming offerings to meet the needs of families;

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 0= Not of focus

3 Culture of & Structure for Continuous Improvement: Aligned Resources

1	2	3	4	5	0
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3 Culture of & Structure for Continuous Improvement: Instructional Leadership Team

1	2	3	4	5	0
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3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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National School Growth Percentile - Reading

We will continue to provide PD for all staff in literacy strategies: predicting, summarizing, questioning, inferring, and imaging, combined with grade level literacy units fully aligned to CCSS, along with guided reading focus. Using fourth grade as an example, 68% of our fourth grade students met their projected growth score on the MOY Winter NWEA test.

92.00	71.00	70.00	70.00	70.00
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National School Growth Percentile - Math

We will continue to provide PD for all staff in math strategies: math talks, guided math groups, and common core aligned new math curriculum in grades K-5 and common core aligned units in 6-8; Using fourth grade as an example, 67% of our fourth grade students met their projected growth score on the MOY Winter NWEA test.

68.00	63.00	70.00	70.00	79.00
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% of Students Meeting/Exceeding National Ave Growth Norms

Our students will continue to perform at or above the national norms, because previous data indicates a trend towards improvement when we implement scientifically based programs, and provide professional development for all staff. On the Winter MOY NWEA test, 50% of our student population met or exceeded national norms in Math, while 49% met or exceeded national norms in Reading.

64.30	59.90	65.00	70.00	65.60
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African-American Growth Percentile - Reading

na

(Blank)	(Blank)	0.00	0.00	0.00
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Hispanic Growth Percentile - Reading

We will continue to provide PD for all staff in literacy strategies: predicting, summarizing, questioning, inferring, and imaging, combined with grade level literacy units fully aligned to CCSS, along with guided reading focus. In addition, we will utilize onsite expertise, and outside consultants to reinforce strategies.

92.00	70.00	70.00	70.00	80.00
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English Learner Growth Percentile - Reading

We will continue to provide PD for all staff in literacy strategies: predicting, summarizing, questioning, inferring, and imaging, combined with grade level literacy units fully aligned to CCSS, along with guided reading focus. In addition, we will utilize onsite expertise, and outside consultants to reinforce strategies. ELL students will receive additional tutoring services from bilingual teachers as needed.

99.00	73.00	65.00	70.00	93.00
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Diverse Learner Growth Percentile - Reading

In addition to providing PD in building wide reading strategies, we are also incorporating individual and small group differentiated strategies with teachers and ESP's; supported also with technology based reading instruction.

50.00	56.00	30.00	50.00	50.00
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African-American Growth Percentile - Math

NA

(Blank)	(Blank)	0.00	0.00	5.00
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Hispanic Growth Percentile - Math

We will continue to provide PD for all staff in math strategies: math talks, guided math groups, and common core aligned new math curriculum in grades K-5 and common core aligned units in 6-8; we will also provide additional after school tutoring to reinforce classroom strategies.

70.00	63.00	70.00	70.00	79.00
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English Learner Growth Percentile - Math

We will continue to provide PD for all staff in math strategies: math talks, guided math groups, and common core aligned new math curriculum in grades K-5 and common core aligned units in 6-8; we will also provide additional after school tutoring to reinforce classroom strategies.

80.00

86.00

65.00

70.00

84.00

Diverse Learner Growth Percentile - Math

In addition to providing PD in building wide reading strategies, we are also incorporating individual and small group differentiated strategies with teachers and ESP's; supported also with technology based reading instruction.

9.00

10.00

33.00

40.00

58.00

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

We have vertically and horizontally aligned literacy curriculum with CCSS; Based on previous performance data, our results have been stagnant prior to curriculum alignment; teachers will receive continued PD on literacy strategies, conduct peer observations, and receive constructive feedback to improve effective teaching practice. Our students have shown growth in attainment on the NWEA Reading test since 2013, when we were at 17% attainment, to 2015 when we reached 41% attainment.

55.00

61.00

65.00

65.00

67.00

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

We have vertically and horizontally aligned math curriculum with CCSS; Previous performance data, has indicated continued growth: we will continue to focus on improving math strategies, i.e.: math talks, guided math groups, conduct peer observations, and receive constructive feedback to improve effective teaching practice, Our students have shown steady attainment growth on the NWEA Math test, with 17% attainment in 2013, 44% in 2014, and 69% in 2015.

60.00

66.00

70.00

70.00

81.00

National School Attainment Percentile - Reading (Grade 2)

We have vertically aligned literacy curriculum with CCSS; Based on previous performance data, our results have demonstrated significant growth; teachers will receive continued PD on literacy strategies, conduct peer observations, and receive constructive feedback to improve effective teaching practice, Our second graders have shown steady growth in attainment percentiles from 2013 when we saw 3% attainment to 2015 when we reached 62% attainment in Reading.

57.00

54.00

60.00

60.00

30.00

National School Attainment Percentile - Math (Grade 2)

We will continue to gradually increase the attainment level with support for new math curriculum (Go Math) and PD for effective math strategies. Our second graders have shown steady growth in attainment percentiles from 2013 when we saw 7% attainment to 2015 when we reached 82% attainment in Math.

64.00

66.00

70.00

70.00

40.00

% of Students Making Sufficient Annual Progress on ACCESS

We will continue to provide teachers with ELL strategies and provide students with additional supports in the classroom and before/after tutorial instruction, in order to increase students academic and English proficiency levels.

44.90	(Blank)	45.00	45.00	0.00
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Average Daily Attendance Rate

Consistent student attendance will be maintained through incentive programs, parent support, and monitoring of daily attendance habits.

96.70	96.50	96.00	96.00	96.00
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My Voice, My School 5 Essentials Survey

We have received an Organized status the past two years; we will continue to inform and educate our share folders on the importance of answering the survey with integrity.

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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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...

If we plan scaffolded instruction that uses a wide range of pedagogical approaches...including effective questioning and discussion techniques, progress monitoring, formative assessments, and differentiation...to ensure that all students, including diverse learners and English language learners, have access to complex texts and engage in complex tasks

increased student engagement, participation, and success

70% attainment in math and 65% attainment in reading on NWEA scores; and students will meet at 70% performance on other curriculum specific benchmark assessments and REACH performance tasks.

Tags:

Aligned resources, Progress monitoring, Assessment design, Approaches to teaching and learning, Small group instruction, Instruction planning, Rit instruction, Analysis of data

Area(s) of focus:

1, 2, 5

Action step

Responsible

Timeframe

Status

Provide professional learning in the areas of Gretchen Courtney Literacy Strategies, essential questioning, the Socratic Method, guided reading, and literature circles to increase teacher knowledge and confidence in using multiple methods of Reading instruction.

literacy coach, ILT, and GLT

Aug 27, 2018 to Jul 31, 2019

On-Track

Professional development, Peer observation

Plan instruction around the Universal Design for Learning which reduces barriers to instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient

Assistant Principal and ILT

Aug 27, 2018 to Jun 30, 2019

Not started

Differentiated instruction, Universal design for learning, Special education

Schedule quarterly, practice focused learning walks to give teachers the opportunity to share "what is working" in their classrooms, or at their grade level, and provide teacher feedback at grade level meetings

Principal, ILT, GLT

Aug 27, 2018 to Jun 28, 2019

Not started

Collaborative teachers, Classroom observations, Collaborative feedback

Provide quarterly professional learning in the areas of Numbers and Operations, Geometric and Algebraic Theory, and Problem Solving to increase teacher knowledge and confidence in using multiple methods of Math instruction

Math Coach, GLT

Aug 27, 2018 to Jun 28, 2019

Not started

Professional development, Math curriculum

Plan ongoing differentiated classroom instruction that focuses on small group discovery and learning and that allows time for teachers to conference with individual students within the given timeframe.

Administration, Teachers, Aides, and Paraprofessionals

Aug 27, 2018 to Jun 28, 2019

Not started

Differentiated instruction, Small group instruction, Conferences

Use varied resources (study guides, videos, www, etc.) when using quarterly or semester novel studies at second to eighth grades to provide more extensive background knowledge and draw on personal experience for students

Literacy Coaches, GLT

Aug 27, 2018 to Jun 28, 2019

Not started

Curriculum, Resources, Novel instruction

Incorporate time into grade level meetings so teachers and team leaders can share/teach/implement what is learned at network meetings and professional development pertaining to Reading, Math, and Science.

ILT and GLT

Aug 27, 2018 to Jul 31, 2019

On-Track

Collaboration, Common planning time

Strategy 2

If we do...

Utilize an academically challenging core curriculum for grades K-8 with co-curricular support that fully integrates learning opportunities for all students...including diverse and English language learners...with academically rigorous instruction that inspires students to think and contribute to high quality results, and that is vertically and horizontally aligned to the Common Core State Standards and the CPS Content Frameworks.

...then we see...

increased teacher confidence in applying Common Core State Standards while planning instruction and overall improvement in student performance

...which leads to...

Achievement of attainment targets on NWEA assessments; 70% attainment in math and 65% attainment in reading on NWEA scores; and students will meet at 70% performance on other curriculum specific benchmark assessments and REACH performance tasks.

Tags:

Aligned resources, Vertical alignment, Alignment

Area(s) of focus:

1, 2, 5

Action step

Responsible

Timeframe

Status

Curriculum committees will continue to work on vertical and horizontal alignment of standards and materials in core subject areas at monthly meetings.

Principal

Aug 27, 2018 to Jun 30, 2019

On-Track

Curriculum alignment

Utilize/Implement curriculum that is CCSS state standard aligned and academically challenging...including Words Their Way, Go Math!, Wordly Wise, and Reader's Journey

Principal

Aug 27, 2018 to Jul 1, 2019

On-Track

Curriculum Design, Professional development

Use in-house expertise to consult and instruct teachers on a monthly basis on making modifications and accommodations to planning and instruction to meet the needs of all learners

Assistant Principal

Aug 27, 2018 to Jun 30, 2019

On-Track

Curriculum Design, Professional development, Lesson planning

Use formative data to develop pacing guides for each grade level to ensure focused and on-track classroom instructional practices

Literacy & Math Coach, GLT

Aug 27, 2018 to Jun 28, 2019

Behind

Lesson planning, Pacing

Utilize/Implement curriculum that is CCSS state standard aligned and academically challenging...including Words Their Way, Go Math!, Wordly Wise, and Reader's Journey

Principal, ILT

Aug 27, 2018 to Jun 28, 2019

Not started

Curriculum Design, Professional development

Use in-house expertise to consult and instruct teachers on a monthly basis on making modifications and accommodations to planning and instruction to meet the needs of all learners	Assistant Principal, DL Teachers, Case Manager	Aug 27, 2018 to Jun 28, 2019	On-Track
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MTSS, Professional development, Instructional support, Mtss folders

Academic Vocabulary will continue to be a focus for all grades, supported by the Words Their Way and Wordly Wise curriculum series'.	Literacy Coach, ILT, GLT	Aug 27, 2018 to Jun 28, 2019	On-Track
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Curriculum, Academic expectations, Vocabulary

Continue to offer rigorous Algebra instruction in a smaller class-size setting to ensure that students are prepared for honors-level classes at selective enrollment high schools	Math Coach, ILT, GLT	Aug 27, 2018 to Jun 28, 2019	Not started
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Math curriculum, Academic supports, Algebra

Provide English Language Learners multiple avenues to learning the English language by using Heggerty Phonics and Sadlier Phonics in English and Spanish in kindergarten through second grade bilingual classrooms	Assistant Principal, ILT, GLT, EL Teachers	Aug 27, 2018 to Jun 28, 2019	On-Track
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Curriculum, Bilingual education

Strategy 3

If we do...

...then we see...

...which leads to...

Use a common assessment system that measures both student progress and understanding of state standards, that includes summative and formative assessments that provide a more comprehensive picture of student learning, and that employs allowances for accommodations and modifications for diverse learners and English language learners	teachers at all grade levels collaborating on common assessments and developing appropriate formative assessments that align with instruction	grade level consistency across Gradebook and increase by 10% use of the Parent Portal and increase student on track from 70% to 75%.
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Tags:
MTSS, Academic, Formative assessment, Common assessment

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Status
Utilize assessments that continue to promote academic vocabulary for all students as well as English Language Learners and develop collaborative assessments that lead to consistent grading practices within and across all grade levels.	Literacy Coach with GLT	Aug 27, 2018 to Jun 30, 2019	Not started

Assessment, Academic, Planning

Develop and implement a proficiency-based grading system that produces grades that more accurately reflect a student's learning progress and achievement, including situations in which students struggled early on in the semester or school year, but then put in the effort and hard work needed to meet expected standards	Principal with GLT	Aug 27, 2018 to Jun 30, 2019	Not started
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Assessment, Grading

Continue to monitor TRC/DIBELS and Mclass testing sessions in the beginning, middle, and end of the year and use the data to study progress, achievement, and student readiness and growth in Reading and in Math.	Asst Principal with GLT	Aug 27, 2018 to Jun 30, 2019	On-Track
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Assessment, Data analysis

Continue to monitor CPS Gradebook to ensure that all is up to date, justifiable, and reflective of teaching and learning, and that there is grade level commonality with weighted categories and percentages	Administration and GLT	Aug 27, 2018 to Jun 28, 2019	On-Track
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Assessment, Gradebook, Reflection, Gradebook monitoring

Use multiple measures (teacher-made tests, end of chapter quizzes, performance task rubrics) to supplement district assessments with other formative assessments to provide a more comprehensive picture of student learning.	Coaches, ILT, GLT	Aug 27, 2018 to Jun 28, 2019	Not started
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Assessment, Performance tasks, Multiple measures of assessment

Analyze school-wide, grade level, and classroom assessment data on a quarterly basis to determine instructional effectiveness and subsequent learning needs	Principal, ILT	Aug 27, 2018 to Jun 28, 2019	On-Track
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Assessment, Data analysis

Strategy 4

If we do...

If we develop strong and consistent school and classroom rules and consequences and implement policies and procedures that emphasize proactive, instructive, and

...then we see...

teachers using a proactive approach to discipline and a decrease in the number of students being removed from instruction due to behavior

...which leads to...

a calm learning environment and decrease in the number of disciplinary actions taken by teachers and administration, as can be seen on Dashboard.

restorative approaches to discipline that focus on shaping behavior rather than punishing behavior

Tags:
Professional Learning, Restorative approaches, Discipline

Area(s) of focus:
1, 4

Action step	Responsible	Timeframe	Status
Develop an onsite Behavioral Health Team to coordinate appropriate behavioral interventions for students with Individual Education Plans, 504 Plans, or those students requiring counseling	Counselor/ Case Manager	Aug 27, 2018 to Jun 28, 2019	Not started

MTSS

Create an all-encompassing MTSS committee that will meet once a month and that is dedicated to social-emotional supports and disciplinary action for all students including ELLs and diverse learners..	Counselor, GLT representative	Aug 27, 2018 to Jun 28, 2019	Behind
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MTSS, Restorative approaches, Interventions and supports

Develop a procedural mentoring program that offers one-on-one interaction between a teacher and a student...so that every student who needs one has "their person" that they are comfortable sharing and interacting with, and can conference with on a monthly basis or as needed.	Assistant Principal, Counselor,	Aug 27, 2018 to Jun 28, 2019	Behind
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Student Health & Wellness, Student engagement, Behavior supports, Mentoring

Create an all-encompassing MTSS committee that will meet once a month and that is dedicated to social-emotional supports and disciplinary action for all students including ELLs and diverse learners..	Administration, ILT, GLT members, Counselor	Aug 27, 2018 to Jun 28, 2019	Not started
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MTSS, SEL, Collaboration, Interventions and supports

Continue the daily "Golden Ticket" PBIS reward program for grades K-4	Counselor, GLT	Aug 27, 2018 to Jun 28, 2019	On-Track
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Pbis, School climate

Strategy 5

If we do...

...then we see...

...which leads to...

Use performance data to design professional learning in order to support school-wide achievement for all learners, including diverse	ongoing utilization of research based teaching practices and strong, small group instruction in literacy and math	increased student engagement and a wellrounded, informed staff that is confident in
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learners and English language learners

using research-based instructional strategies relevant to our student and community population and 70% attainment in math and 65% attainment in reading on NWEA scores; and students will meet at 70% performance on other curriculum specific benchmark assessments and REACH performance tasks.

Tags:

Diverse Learners, Professional development, Student engagement, Data analysis, English language learners, Curriculum planning

Area(s) of focus:

1, 4, 5

Action step	Responsible	Timeframe	Status
Use multiple avenues of Professional Learning throughout the year including external partners and internal expertise across core subject areas and grade levels that enhances both student learning and professional best practice	Principal, ILT	Aug 27, 2018 to Jun 28, 2019	Not started

Professional Learning, Collaborative teachers, Core subjects, Best practices

Provide quarterly Professional Learning in core subject areas to increase teacher knowledge and confidence	Coaches	Aug 27, 2018 to Jun 28, 2019	Not started
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Professional Learning, Teacher-teacher trust & support, Best practices

Develop an in-house mentoring and guidance program for first year teachers and teachers new to CPS and Hanson Park to ensure research-based, best practices are utilized with success in the classroom	Administration, ILT, GLT	Aug 27, 2018 to Jun 28, 2019	Not started
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Teacher Teams/Collaboration, Mentoring, Team building, Community building

Use monthly early arrival Fridays to provide professional learning in the areas of Gretchen Courtney Literacy Strategies, essential questioning, the Socratic Method, guided reading, and literature circles to increase teacher knowledge and confidence in using multiple methods of Reading instruction.	ILT, Coaches	Aug 27, 2018 to Jun 28, 2019	Not started
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Professional development, Teaching practices

Provide professional learning in the areas of Numbers and Operations, Geometric and Algebraic Theory, and Problem Solving to increase teacher knowledge and confidence in using multiple methods of Math instruction.	Math Coach, GLT, ILT	Aug 27, 2018 to Jun 28, 2019	Not started
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Professional development, Math curriculum

Incorporate time into weekly grade level meetings to inform teachers of what is working at Hanson Park and encourage them to collaborate and visit classrooms to observe best practices to use within their own classrooms.

Principal

Aug 27, 2018 to Jul 31, 2019

Not started

Data analysis, Data driven instruction, Grade level team meetings

Action Plan

Strategy 1

ON-TRACK

Provide professional learning in the areas of Gretchen Courtney Literacy Strategies, essential questioning, the Socratic Method, guided reading, and literature circles to increase teacher knowledge and confidence in using multiple methods of Reading instruction."

Aug 27, 2018 to Jul 31, 2019 - literacy coach, ILT, and GLT

Status history

May 23

ON-TRACK

May 23, 2018

Evidence

Comprehensive professional learning calendar for 2018-19 and 2019-20

NOT STARTED

Plan instruction around the Universal Design for Learning which reduces barriers to instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient"

Aug 27, 2018 to Jun 30, 2019 - Assistant Principal and ILT

Status history

May 23

NOT STARTED

May 23, 2018

Evidence

Monthly Unit Plans with Accommodations/ Differentiation for Tiered Instruction; including IEP's and 504 Plans;

NOT STARTED

Schedule quarterly, practice focused learning walks to give teachers the opportunity to share "what is working" in their classrooms, or at their grade level, and provide teacher feedback at grade level meetings"

Aug 27, 2018 to Jun 28, 2019 - Principal, ILT, GLT

Status history

May 23

NOT STARTED

May 23, 2018

Evidence

Quarterly Schedule for multi grade level learning walks;

NOT STARTED

Provide quarterly professional learning in the areas of Numbers and Operations, Geometric and Algebraic Theory, and Problem Solving to increase teacher knowledge and confidence in using multiple methods of Math instruction"

Aug 27, 2018 to Jun 28, 2019 - Math Coach, GLT

Status history



May 23

NOT STARTED May 23, 2018
Evidence
Comprehensive professional learning calendar for 2018-2019 and 2019-2020

NOT STARTED
Plan ongoing differentiated classroom instruction that focuses on small group discovery and learning and that allows time for teachers to conference with individual students within the given timeframe."

Aug 27, 2018 to Jun 28, 2019 - Administration, Teachers, Aides, and Paraprofessionals

Status history



May 23

NOT STARTED May 23, 2018
Evidence
Lesson Plans and Unit Plans

NOT STARTED
Use varied resources (study guides, videos, www, etc.) when using quarterly or semester novel studies at second to eighth grades to provide more extensive background knowledge and draw on personal experience for students"

Aug 27, 2018 to Jun 28, 2019 - Literacy Coaches, GLT

Status history



May 23

NOT STARTED May 23, 2018
Evidence
Unit Plans Lesson Plans

ON-TRACK
Incorporate time into grade level meetings so teachers and team leaders can share/teach/implement what is learned at network meetings and professional development pertaining to Reading, Math, and Science."

Aug 27, 2018 to Jul 31, 2019 - ILT and GLT

Status history



May 23

ON-TRACK May 23, 2018
Evidence
Agendas for grade level meetings

Strategy 2

ON-TRACK
Curriculum committees will continue to work on vertical and horizontal alignment of standards and materials in core subject areas at monthly meetings."

Aug 27, 2018 to Jun 30, 2019 - Principal

Status history



May 23

ON-TRACK May 23, 2018
Evidence
K-8 Literacy and Math Pacing Guides; Scope and Sequence Manuals for Literacy, Math, and NGSS Science;

ON-TRACK
Utilize/Implement curriculum that is CCSS state standard aligned and academically challenging...including Words Their Way, Go Math!, Wordly Wise, and Reader's Journey"
Aug 27, 2018 to Jul 01, 2019 - Principal

Status history



ON-TRACK May 23, 2018
Evidence
Monthly Unit Plans ; Curriculum Guides

ON-TRACK
Use in-house expertise to consult and instruct teachers on a monthly basis on making modifications and accommodations to planning and instruction to meet the needs of all learners"
Aug 27, 2018 to Jun 30, 2019 - Assistant Principal

Status history



ON-TRACK May 23, 2018
Evidence
Monthly Teacher Lead PD within the yearly schedule; Sign In sheets for PD; Orange Folders

BEHIND Use formative data to develop pacing guides for each grade level to ensure focused and on-track classroom instructional practices"
Aug 27, 2018 to Jun 28, 2019 - Literacy & Math Coach, GLT

Status history



BEHIND May 23, 2018
Problem
Completed pacing guides in Literacy, math, and science;
Root Cause
Next steps

NOT STARTED
Utilize/Implement curriculum that is CCSS state standard aligned and academically challenging...including Words Their Way, Go Math!, Wordly Wise, and Reader's Journey"
Aug 27, 2018 to Jun 28, 2019 - Principal, ILT

Status history



NOT STARTED May 23, 2018
Evidence
Monthly Unit Plans ; Curriculum Guides

ON-TRACK
Use in-house expertise to consult and instruct teachers on a monthly basis on making modifications and accommodations to planning and instruction to meet the needs of all learners"
Aug 27, 2018 to Jun 28, 2019 - Assistant Principal, DL Teachers, Case Manager

Status history

May 23

ON-TRACK May 23, 2018
Evidence
Monthly Teacher Lead PD within the yearly schedule; Sign In sheets for PD; Orange Folders

ON-TRACK Academic Vocabulary will continue to be a focus for all grades, supported by the Words Their Way and Wordly Wise curriculum series'.
Aug 27, 2018 to Jun 28, 2019 - Literacy Coach, ILT, GLT

Status history

May 23

ON-TRACK May 23, 2018
Evidence
Class Observations Learning Walks Word Walls

NOT STARTED
Continue to offer rigorous Algebra instruction in a smaller class-size setting to ensure that students are prepared for honors-level classes at selective enrollment high schools"
Aug 27, 2018 to Jun 28, 2019 - Math Coach, ILT, GLT

Status history

May 23

NOT STARTED May 23, 2018
Evidence
Gradebook Lesson Plans

ON-TRACK
Provide English Language Learners multiple avenues to learning the English language by using Heggerty Phonics and Sadlier Phonics in English and Spanish in kindergarten through second grade bilingual classrooms"
Aug 27, 2018 to Jun 28, 2019 - Assistant Principal, ILT, GLT, EL Teachers

Status history

May 23

ON-TRACK May 23, 2018
Evidence
Curriculum Maps Lesson Plans Unit Plans

Strategy 3

NOT STARTED
Utilize assessments that continue to promote academic vocabulary for all students as well as English Language Learners and develop collaborative assessments that lead to consistent grading practices within and across all grade levels."
Aug 27, 2018 to Jun 30, 2019 - Literacy Coach with GLT

Status history

May 23

NOT STARTED

May 23, 2018

Evidence

Gradebook Assessments Observations

NOT STARTED

Develop and implement a proficiency-based grading system that produces grades that more accurately reflect a student's learning progress and achievement, including situations in which students struggled early on in the semester or school year, but then put in the effort and hard work needed to meet expected standards"

Aug 27, 2018 to Jun 30, 2019 - Principal with GLT

Status history



NOT STARTED

May 23, 2018

Evidence

Lesson Plans Gradebook

ON-TRACK

Continue to monitor TRC/DIBELS and Mclass testing sessions in the beginning, middle, and end of the year and use the data to study progress, achievement, and student readiness and growth in Reading and in Math."

Aug 27, 2018 to Jun 30, 2019 - Asst Principal with GLT

Status history



ON-TRACK

May 23, 2018

Evidence

mClass reports Amplify Reports

ON-TRACK

Continue to monitor CPS Gradebook to ensure that all is up to date, justifiable, and reflective of teaching and learning, and that there is grade level commonality with weighted categories and percentages"

Aug 27, 2018 to Jun 28, 2019 - Administration and GLT

Status history



ON-TRACK

May 23, 2018

Evidence

Gradebook

NOT STARTED

Use multiple measures (teachermade tests, end of chapter quizzes, performance task rubrics) to supplement district assessments with other formative assessments to provide a more comprehensive picture of student learning."

Aug 27, 2018 to Jun 28, 2019 - Coaches, ILT, GLT

Status history



NOT STARTED

May 23, 2018

Evidence

Lesson Plans Unit plans Standards -based Bulletin Boards Student work

ON-TRACK

Analyze school-wide, grade level, and classroom assessment data on a quarterly basis to determine instructional effectiveness and subsequent learning needs"

Aug 27, 2018 to Jun 28, 2019 - Principal, ILT

Status history

May 23

ON-TRACK May 23, 2018
Evidence
Data Analysis Info Meeting Agendas

Strategy 4

NOT STARTED
Develop an onsite Behavioral Health Team to coordinate appropriate behavioral interventions for students with Individual Education Plans, 504 Plans, or those students requiring counseling"
Aug 27, 2018 to Jun 28, 2019 - Counselor/ Case Manager

Status history

May 23

NOT STARTED May 23, 2018
Evidence
Meeting Sign In Sheets Team Reports

BEHIND
Create an all-encompassing MTSS committee that will meet once a month and that is dedicated to social-emotional supports and disciplinary action for all students including ELLs and diverse learners.."
Aug 27, 2018 to Jun 28, 2019 - Counselor, GLT representative

Status history

May 23

BEHIND May 23, 2018
Problem
Meeting agendas Anecdotal Records
Root Cause
Next steps

BEHIND
Develop a procedural mentoring program that offers one-on-one interaction between a teacher and a student...so that every student who needs one has "their person" that they are comfortable sharing and interacting with, and can conference with on a monthly basis or as needed."
Aug 27, 2018 to Jun 28, 2019 - Assistant Principal, Counselor,

Status history

May 23

BEHIND May 23, 2018
Problem
Reports from the mentoring team Communication Logs
Root Cause
Next steps

NOT STARTED
Create an all-encompassing MTSS committee that will meet once a month and that is dedicated to social-emotional supports and disciplinary action for all students including ELLs and diverse learners.."
Aug 27, 2018 to Jun 28, 2019 - Administration, ILT, GLT members, Counselor

Status history

May 23

NOT STARTED

May 23, 2018

Evidence

Meeting agendas Anecdotal Records

ON-TRACK

Continue the daily "Golden Ticket" PBIS reward program for grades K-4"

Aug 27, 2018 to Jun 28, 2019 - Counselor, GLT

Status history

May 23

ON-TRACK

May 23, 2018

Evidence

Quarterly awards assemblies for Golden Ticket winners

Strategy 5

NOT STARTED

Use multiple avenues of Professional Learning throughout the year including external partners and internal expertise across core subject areas and grade levels that enhances both student learning and professional best practice"

Aug 27, 2018 to Jun 28, 2019 - Principal, ILT

Status history

May 23

NOT STARTED

May 23, 2018

Evidence

Professional Learning Calendar Sign in sheets from PD sessions

NOT STARTED

Provide quarterly Professional Learning in core subject areas to increase teacher knowledge and confidence"

Aug 27, 2018 to Jun 28, 2019 - Coaches

Status history

May 23

NOT STARTED

May 23, 2018

Evidence

Observations Increased student performance

NOT STARTED

Develop an in-house mentoring and guidance program for first year teachers and teachers new to CPS and Hanson Park to ensure research-based, best practices are utilized with success in the classroom"

Aug 27, 2018 to Jun 28, 2019 - Administration, ILT, GLT

Status history

May 23

NOT STARTED

May 23, 2018

Evidence

Documentation of Communications Meeting Sign in Sheets Collaboration Logs

NOT STARTED

Use monthly early arrival Fridays to provide professional learning in the areas of Gretchen Courtney Literacy Strategies, essential questioning, the Socratic Method, guided reading, and literature circles to increase teacher knowledge and confidence in using multiple methods of Reading instruction."

Aug 27, 2018 to Jun 28, 2019 - ILT, Coaches

Status history

May 23

NOT STARTED

May 23, 2018

Evidence

Comprehensive professional learning calendar for 2018-2019 and 2019-2020;

NOT STARTED

Provide professional learning in the areas of Numbers and Operations, Geometric and Algebraic Theory, and Problem Solving to increase teacher knowledge and confidence in using multiple methods of Math instruction."

Aug 27, 2018 to Jun 28, 2019 - Math Coach, GLT, ILT

Status history

May 23

NOT STARTED

May 23, 2018

Evidence

Agenda Sign-in sheet

NOT STARTED

Incorporate time into weekly grade level meetings to inform teachers of what is working at Hanson Park and encourage them to collaborate and visit classrooms to observe best practices to use within their own classrooms."

Aug 27, 2018 to Jul 31, 2019 - Principal

Status history

May 23

NOT STARTED

May 23, 2018

Evidence

Grade Level Meeting notes and agendas

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 these 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.

Parents will be surveyed at Spring PAC Meeting for input into the Parent Compact. Suggestions for revisions will be solicited and incorporated in the NCLB policy and plan for FY18

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

We will conduct our annual NCLB meeting at the first Principal's Coffee, held the first Friday in September, 2018. At that time, we will establish our PAC Meeting schedule for the year. Parents will receive notification through monthly newsletter, as well as posted in school and on outside school marquee.

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 input is sought at monthly Principal Coffee meetings, held on the first Friday of each month.

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.

NWEA student performance information will be shared with parents in a timely manner, upon arrival of reports. Notifications will be sent home with monthly newsletters.

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.

Upon notice, all parents will be notified in the form of a letter to be sent home, if their child has a teacher that is not highly qualified.

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

Parents will be notified, through teacher conferences, as well as written reports, outlining academic standards, assessments, and how to monitor the Parent Portal, to track student's academic performance.

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.

Parents will be notified, through teacher conferences, as well as written reports, outlining academic standards, assessments, and how to monitor the Parent Portal, to track student's academic performance.

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.

Staff will receive professional development training in the Fall 2018 to promote parent/teacher partnerships. We will also utilize our Child Parent Center to fully involve parents as effective volunteers at Hanson Park and at home.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Through our CPC, staff will conduct numerous workshops to effectively involve parents in the classroom and in their home with study skills, student support, and building their child's confidence in their academic abilities. Pre-school teachers will promote parent/teacher partnerships with newsletter sent home to assist parents in helping their child to succeed in school. Literacy tips will be shared in workshops and literature sent home.

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.

We will send home the monthly Principal's Newsletter informing parents of upcoming events and important notices to all parents and community members. We will post any special events, meetings, etc., on school marquee and post on our school website.

Policy Implementation Activities

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

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

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

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

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

na

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.)

Students at Hanson Park School will develop independent learning strategies, while teachers prepare them for rigorous standards, to insure that all students will be college and career ready, to achieve success in high school and beyond. Hanson Park will continue to develop a professional faculty that utilizes research based practices to provide data driven instruction, and foster relationships with all stakeholders to develop lifelong learners, in an inclusive and nurturing environment. We recognize and encourage the Hanson Park parents to become full partners in their child's education, through a variety of classes, activities, and formal conferencing.

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

Parent-teacher conferences will be held on November 2018 and April 2019. Parents will have the opportunity to meet formally with teachers to discuss their child's academic progress and seek assistance to improve their child's learning abilities. In addition to these dates, parents and teacher may schedule other conferences as needed throughout the school year, before and after school, or during a teacher's preparation period.

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

Parents will receive quarterly report cards as well as mid term progress reports at each five week period between report cards. Teachers will also contact parents as needed in addition to these reports. Parents are also encourage to access the Parent Portal to monitor their child's grades on a regular basis.

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

School staff will be available before and after school, as well as during preparation periods to meet with parents. The administrative team will also meet with parents at regularly schedule Principal's Coffee Meetings, PAC and BAC Meetings, and other school and community events.

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

Parents are strongly encouraged to volunteer to assist with their child's classroom, as well as other school activities, i.e. Book Fair, Fun Fair, Community Forums, etc. Parents may contact Ms. Dones, Hanson Park Parent Liason, for volunteer packets. We encourage parents to assist with school functions, attend field trips, and other programs throughout the school year.

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

Parents will communicate high expectations for student learning, good attendance, and positive behavior. Parents will assist or seek assistance for their child's homework and projects.

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

Parents will participate in monthly/quarterly PAC and BAC Meetings to determine how NCLB monies will be spent.

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

Students will strive to be productive citizens, have good attendance, arrive to school on time, complete their assignments to the best of their ability, and to be respectful, responsible, and be safe.

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.

Currently, we do not have our FY18-19 School Budget. Goals will be established upon receiving the budget.

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.	\$ 1500	.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.	\$ 500	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 2000	.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)	\$ 4000	.00

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

\$	Amount	.00
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<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	Amount	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

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

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

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

\$	Amount	.00
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