



Irene C. Hernandez Middle School for the Advancement of Science / Plan summary

## 2018-2020 plan summary

### Team

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## School Excellence Framework

## Culture of &amp; Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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.

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At the start of the year we revisit and articulate the mission and vision for the school. Within PLC's, which are broken up by grade level, we did activities that focused on determining what we wanted an Hernandez graduate to know and be able to do. We currently implement a system for MTSS, but focus on the academic needs of the students. Moving forward we would like to build out our systems for addressing SEL needs.

Hernandez inspires a culture of collective responsibility in which all adults in the building are responsible for all our students successes. For example, all teachers have a part in improving the math and ELA abilities of students. (i.e. Exploratory teachers run MTSS groups)

The administration team of the school is empowering leaders in the school to make decisions through the ILT, which meets weekly. This is an area we are continuing to grow and improve in through coaching ILT members to be instructional leaders within the school.

Administration employs skills to effectively manage change and has steered through the challenges associated with making improvements, albeit not smoothly at times.

Hernandez has spent some time in working to create coherent instructional programs, but this is also an area that we need to continue to work and improve as the level of program coherence differs greatly depending on the content team.

The admin team at Hernandez buffers the staff from outside distractions in order to allow teachers to focus on instruction as much as possible.

Growth would include revisiting the mission to determine if it still aligns with the current needs of the school and articulate a vision statement. Hernandez will work to continue the leadership development of members of the ILT and work with staff members on the CPS Framework as a means for grounding instruction. Hernandez has not explicitly used the CPS Framework for teaching to ground instruction.

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

### 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

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The ILT, or Instructional Leadership Team, was created to promote school priorities related to improving Tier 1 instructional goals and increase the overall instructional strength of the staff through biweekly Professional Learning community meetings. The strengths of the ILT at HMS is that this teacher and administration collaboration engages in weekly data interpretation and reflection in order to provide and promote data based strategies to grow teacher capacity that is focused around the growth of students. The ILT binder has agendas, protocols, readings, exit slips as well as goals that have been developed in order to monitor and develop school wide goals and initiatives. The ILT scored a organized on the Five Essentials survey. An area of growth for the Instructional Leadership team would be to have equal representation from all grade levels as well as content areas. Another area of growth for the ILT would be consistent progress monitoring of goals, a plan for new hires to be incorporated into the building wide learning (internal mentor teacher).

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

### 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.

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In SY 17/18 Hernandez has focused on developing its professional learning systems and structures to support teachers as they work together to improve teaching and learning.

The administrative team used earlier CIWPs, as well as data, and CPS wide priorities to to inform our professional learning plan. The ILT engaged in monthly Elementary school summits to learn about the research-based dimension of Agency, Identity and Authority and support teachers in learning about how to implement these practices at HMS.

Throughout the year teachers attended the bilingual conference and Saturdays with OLCE, they often shared this learning with their teams. Additionally, in PLC meetings, discussions often focus on supports for our English Learners.

The Admin team solicited feedback from the staff over the summer to inform PL decisions, feedback is also solicited throughout the year with the use of exit slips and debriefing protocols. In terms of implementing and sustaining job-embedded professional learning, administrators regularly recommend PD to teachers through the REACH framework. This includes Guided Math, Facing History and Ourselves, CHAMPS and other PD options. Teachers have also asked to attend many outside PDs.

Hernandez has worked to structure time for teachers to collaborate and learn together. The schedule is organized so that teachers have common preparation periods by department. Additionally, co-teachers have a common preparation period so that they can work and plan together. Through PLC meetings, teachers share student work and tasks with a focus on A, A, I. However, we would like to see these PLC meetings occur weekly as opposed to bi-weekly to ensure continuity of work.

There is room for growth in providing greater opportunities for student voice in selecting learning topics. We would also like to continue to work toward incorporating more informal coaching and sharing teacher practice through peer observation. This addition of peer coaching would support teachers in making "safe practice" an integral part of professional learning, while providing time for coaching/mentoring support as teachers continue to work through struggles in the classroom.

### 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"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### 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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At Hernandez Middle School, we designed a school day that maximizes instructional time with four core courses and a robust exploratory schedule, as well as, a strong intervention block. Our intervention block utilizes all staff with exploratory teachers pushing in to support students. Students are grouped by NWEA data into leveled Math/Reading groups. A full time MTSS Coordinator and ELPT are in place to support priority groups. Students are also placed on individualized schedules to ensure courses are designed to meet their needs. Our CIWP priorities are aligned to the budget and mission of the school. We have purchased programs such as IXL, Edgenuity, NewsEla, Reading Plus and Reading Theory that are research based. We have subscriptions to Scope, Science Weekly, and Junior Scholastic to supplement our core curriculum. Our staff have obtained grant and art partnerships with Dyson, NMMA Nuestras Historias Arts integration, Dance Grant through Creative Schools Fund, and an Opera for All grant. We have also received a grant with Mindful Practice to increase student achievement for priority group students. We have also partnered with organization such as Youth Advocate Program, and Becoming a Man to support priority group students. We are a certified community schools that partners with Metropolitan Family Services and After School Matters to provide necessary resources to our school community and families. Purchase procedures are in place as evident in the purchase of \_ 30 set Chromebook Carts over the past two years. Additionally, the PPLC is in place and is utilized to make decisions regarding the allocation of funds for student achievement. Teachers are assigned to team pods that allow them to collaborate and build a rapport with one another, resulting in 81% retention over the past two years. While we have made great improvements to aligned resources, we should build a hiring committee and process to identify the best candidates. To build to our goal of higher teacher retention, we would also like to create a new teacher mentorship program. To ensure we are utilizing our Related Service Providers we need to build opportunities for Professional Development to our Special Education Classroom Assistants to improve our instructional core. While we are insuring our CIWP priorities are aligned to our mission, we also need to be sure that our general Professional Development plan for teachers are also aligned to areas of growth outlined in the CIWP.

## Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).

- Use an interview process including a protocol for questioning and select highly qualified candidates.
- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

Score

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Math and Science classes are vertically aligned because they use the sequencing blueprints from the SEPUP science textbooks and Go Math! series textbooks respectively.

The implementation of RIT-band leveled math and reading intervention groups has provided opportunities to support students with the skills they are struggling with most, and has led to increased collaboration between science and math teachers.

Social Emotional Learning is woven throughout the day at HMS. The majority of HMS teachers have been trained in Developmental Designs practices, and consider the implications in their planning of lessons for both the dedicated SEL advisory block on Mondays, and in their content areas. Hernandez is an established Supportive school.

All teachers use UBD to plan units that are structured around the big ideas, standards, and skills of their discipline. The work that the ILT has been facilitating in our PLCs around AAI appears to be nudging HMS towards more student-centered classrooms. While we exceeded our MOY goal of finding AAI look fors in 35% of classrooms at the last ICE visit, and made improvements from BOY.

Curriculum maps need to be developed and implemented at HMS to demonstrate horizontal and vertical alignment. Moving forward, there is a definite need for both vertical and horizontal alignment in ELA and Social Studies. Time needs to be dedicated for teachers to discuss and share resources with the end goal of alignment in mind. There is ample opportunity for this work to occur during content team preps throughout the school year.

Cross-curricular collaboration, especially between Social Studies and ELA, whose core reading, writing, and speaking standards are shared should be stressed as we move forward in creating a curriculum. Teachers should consider opportunities for overlap with thematic units that can complement both disciplines and reinforce shared standards. Time needs to be dedicated towards this end, administrators will need to orchestrate specific opportunities, as all contents have different prep periods.

It would be ideal if we could find opportunities to incorporate exploratory curriculum into thematic, interdisciplinary units. However, this will require careful attention to scheduling, and more dedicated time for cross-curricular planning. Additionally, as a teaching staff we need to discuss the role that writing plays across the curriculum (in all subjects), and how best to support our students in this vital subject (which often plays second-fiddle to reading).

We need to ensure that all teachers are providing authentic, real-world, relevant learning experiences that inspire and encourage students to engage with the discipline in meaningful ways. In inclusion classes, co-teachers need time to plan together for the success of all students. Professional Development and resource sharing should be prioritized around this topic, in addition to peer observations.

We need to consider what opportunities we are providing to challenge our most advanced and motivated students throughout the day.

## 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ [CPS Content Frameworks: Math, Science, Social Science, and Literacy](#)
- ✓ [CPS Literacy Scope and Sequence](#)
- ✓ [CPS Math Scope and Sequence Guidance](#)
- ✓ [Digital Citizenship Curriculum](#)
- ✓ [K-12 Financial Literacy Guide](#)
- ✓ [Personal Finance 3.0 Course](#)
- ✓ [Physical Education Scope & Sequence](#)
- ✓ [Health Education Scope & Sequence](#)
- ✓ [Interdisciplinary African & African American Studies Curriculum](#)
- ✓ [Interdisciplinary Latino and Latin American Studies Curriculum](#)

**Instructional Materials:**

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

Score

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Hernandez Middle School utilizes a variety of resources, printed and electronic, to promote a well-rounded educational experience and meet the learning needs of the whole student. Hernandez Middle School has made a conscientious effort to purchase the necessary technology needed to support the 21st century classroom. Online programs are tailored to student's RIT scores and educational needs. Teachers can assess student growth and assign work based on student needs in real time. Area of growth include getting instructional materials that are data driven, work over the summer and throughout the school year on curriculum mapping. Ensuring that there consistent use across content and grade levels to ensure that all students are on the same pace.

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

### Rigorous Student Tasks:

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

### Score

1 2 3 4

Teachers at HMS have the strong belief that all students can learn. Teachers convey their high expectations to all students on a daily basis through targeted learning objectives posted on the board. In this manner students are tasked with being responsible for their own learning, giving them ownership of their learning.

While planning tasks to be assigned, teachers at HMS strategically choose cognitively challenging tasks that require proof of evidence and reasoning. Whether through Socratic method or extended response tasks begin to show proof of expectations of deeper knowledge. In literacy levels of complexity require further exploration of close reading skills, while the use of textual evidence seems to strengthen. Meanwhile, mathematical tasks reflect a high degree of focus. However, rigor in mathematical tasks will need further review for full implementation and assessment. Overall the preponderance of evidence suggests a need to work with teachers on defining and improving the rigor of tasks.

Stemming from exploratory classes to core curriculum subjects, at HMS teachers are beginning to provide students to create authentic work for real audiences which are subject to peer revision and standards based. This is evident through the various student work samples shared during the bi-weekly PLC meetings where focus is placed on student's attainment of AAI in all subjects. In this manner strategic thinking is identified and showcase for administrators and teachers to view, critique and reflect on in order to enrich curricular content.

Growth for Hernandez would entail a focus on student practices in conjunction with knowledge. Moving instruction from what students know to how students think and are able to do.

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

**Transitions, College & Career Access & Persistence:**

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

Score

1 **2** 3 4

## Transitions, College & Career Access & Persistence

### Transitions:

When students first enroll at Hernandez after the start of the school year, students meet individually with a member of the student services department to review schoolwide expectations, discipline policies, and are given a tour of the school. Student also meet with a programmer to review daily class schedule. This provides a warm welcome to students who may be hesitant enrolling in a new and unfamiliar school.

English Learners are included in on track/off track data, along with students' grades, NWEA scores and a list of interventions that are being used. English teachers have a folder for each EL student to collect work and monitor student progress. The folder also identifies each student's transition year.

Hernandez also offers a high school fair for students in the Fall. This gives students and parents the opportunity to meet with high school representatives to gain important knowledge needed in the high school investigation process.

Summer programs are available to Hernandez students - After School Matters partners with HMS to offer our graduating 8th grade students an opportunity to participate in programs relating to science, technology, arts, and sports. Students who are accepted and successfully complete the program will be awarded a stipend at the end. This keeps students active and engaged throughout the summer so that little regression takes place when students return in the fall.

### Awareness:

Naviance has just begun to be utilized at HMS, although not yet consistently to all students. Students have begun to create personal goals and navigate different career paths that may be of interest.

Career Day is a large event that is held in the spring for 8th grade students. Prior to participating in the conference style event, students research and identify career clusters that they are interested in learning more about. This allows students to walk into the day prepared and focused on which presenters they want to hear from. Students also follow a semi-formal dress code, which is an important job readiness skill for students to possess.

Grade level teams bring in Guest Speakers (similar to guests attending career day) to provide insight and information to students - aim to open students' minds to different possibilities and opportunities available in the future.

Advisory classrooms write letters to colleges and universities across the country. The letter has requested that schools send banners and informational materials to HMS. Throughout this process, teachers are able to talk to their students about 2-year versus 4-year options and allows students to become aware of the many options available to them for their post-secondary studies.

7th and 8th grade students have been chosen to participate in BAM (becoming a man). Students meet with a BAM counselor weekly; this serves as a mentorship program and assists young men with decreasing impulsive responses that may lead to violence.

Another group of at-risk students participates in YAP (youth advocate program). Having a mentor allows students to increase positive participation in school and focus on outcomes and future planning.

### Readiness:

Every students that is eligible to take Algebra is enrolled in the course at HMS. This is to ensure that all students are given access to higher level instruction, when possible.

Advisory time is utilized in a way so that teachers have an opportunity to talk to students about G.P.A., test scores, transcripts, etc. BAG Reports (behavior, attendance, grades) are generated multiple times throughout the year and reviewed with students; students and adults have conversations about the meaning of these scores and how their success now can determine future potential.

Attendance contracts have also been established for students who are identified as Off-Track solely because of attendance. The Counseling Department meets with individual students to review data and to establish individual goals for the remainder of a quarter as well as year-end goals.

### Success:

Counseling department and administration work closely with individual students to support with the High School Application process (GoCPS). Staff members are available after school and on weekends during the application window to ensure that all students are able to submit the application and allow for multiple high school options.

Chicago Children First has been brought into the school to offer educational workshops regarding high school options and the application process.

Scholarship information, such as Daniel Murphy Scholarship, is provided to teachers, students, and parents as an avenue of high school assistance for students.

- **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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for	<a href="#">C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</a>
<b>NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING</b>	
<ul style="list-style-type: none"> <li>✓ <a href="#">Everything College</a></li> <li>✓ <a href="#">CPS Advisory Framework</a></li> <li>✓ <a href="#">Presenting college plans from middle school</a></li> <li>✓ <a href="#">To &amp; Through Project</a></li> <li>✓ <a href="#">Redefining College &amp; Career Readiness</a></li> <li>✓ <a href="#">College Scorecard</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS College Persistence Toolkit</a></li> <li>✓ <a href="#">Meaningful Linkages Between Summer Programs, Schools, and Community</a></li> <li>✓ <a href="#">From HS to the Future (CCSR, 2006)</a></li> </ul>
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**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

HMS teachers use effective instructional skills with students to achieve student learning in both content and skills. Teachers post learning objectives in the form of the daily learning targets to purpose each lesson and objective for students. Students engage in discussion in whole group and cooperative learning groups demonstrating their voice and choice in lessons. In ELA and social studies classes from 6th through 8th grade students engage in Socratic seminars, debate, and philosophical chairs lessons. In these lessons students make connections to their interest, knowledge, and experience with using academic language and content vocabulary. HMS students deepen their understanding of vocabulary through interactive journals as part of the science curriculum. The majority of HMS teachers are endorsed in ESL and incorporate culturally appropriate pedagogy and practices focused on deepening understanding of concepts and skills in every content area.

HMS teachers challenge students in academically and developmentally appropriate pedagogy. The use of agency, authority, and identity (AAI) has fostered authentic and challenging classroom discussion. This can be seen in the use of cooperative learning centers and project based learning in various classrooms. Starting in the 2017-2018 school year 100% of teachers passed out BAG reports, a snapshot of individual student academic standing, and engage in discussions about strengths and areas of growth.

HMS has had two instructional core visits in the school year. During the first visit 11% of classrooms visited demonstrated a value of learning but the second visit 44% of classrooms. This increase is evident in students taking responsibility for engaging in discourse with their teachers and peers. Further evidence of student engagement is found in our diverse learners' access to targeted instruction in areas of growth. HMS teachers use a co-teaching model with special education teachers, allowing for supports to diverse learners. Additionally, teachers utilize the WIDA standards and can-do statements for our English language learners to meet the four language domains.

HMS teachers use our 45 minute advisory period to utilize MTSS to target instruction for students who are struggling. Students receive reading and math interventions based on standardized assessment data and classroom assessments.

To improve instruction at HMS, teachers may engage in peer observations and learning walks focused on strategies that foster student choice, and AAI in the classroom. HMS will continue to differential instruction and learning opportunities for all students through reflection and adjustments to their lessons. Finally, HMS teachers will work in their content teams to develop unified unit plans with universally designed assessments to ensure all students are assessed on their understanding of content and use of skills.

**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"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>81. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></li> </ul>

### Balanced Assessment & Grading:

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

Score

1 2 3 4

Teachers recognize that assessment is an integral part of instruction and not the end of instruction. A few teachers monitor student understanding and offer them one-on-one feedback; however, we are working towards making this system a more routine part of the classroom. All teachers use standardized testing data as a resource to better develop instruction and assessment of concept mastery. NWEA data is available and teachers have access to pull up individual student historical data or whole class data sheets. Students are organized by NWEA RIT Bands to receive targeted differentiated instruction. Teachers converse with students and parents for NWEA goal setting. Accommodations and modifications need to be put in place and used with fidelity in assessments and classwork as required. Teachers analyze data from BAG reports, weekly assessments, formative and summative assessments to differentiate instruction. Instructional materials in English and Spanish need to be available across content areas to support learning activities aligned with Common Core Standards.

Historically diverse learners have struggled when it comes to growth on the NWEA test, especially in mathematics.

#### Strengths:

Teachers use a variety of informal and formal assessments. Teachers constantly monitor progress of students and performance, especially lower performers. Teacher use various data points to drive instruction within classroom. Teacher use paraprofessionals to support learning. Gradebook is reviewed regularly by administration, as well as unit plans. Consistent grading scales have been established school-wide in all content areas.

School has utilized numerous strategies to get parents signed up for parent portal including having sign-up stations at start of the year orientations and report card pick-up.

#### Growth in this area would include:

Teachers collaborate and Co-Teach with Special Education and Resource Teachers. Teacher monitoring tools for Tier II and Tier III instruction to ensure accurate measurement of student progress within the targeted area of instruction.

More training is needed to utilize assessment that reflect the key shifts in rigorous student tasks. School has been successful in establishing a culture with parents, in where they learn to navigate and continually utilize Parent Portal as a means of communication and understanding grading and assessments. The school aims to have a 75% parental accessibility to Parent Portal by the end of SY 2018-2019. Teachers work together across grade level teams to develop calendar of assessments.

Embed formative and summative assessments in unit plans.

Align assessments across grade level teams in order to then revisit and revise units, especially with changes of staff members, using UbD framework.

### Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their

- answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

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

### 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

Hernandez Middle School provides multiple opportunities for the students to have their academic and social emotional needs supported on a routine basis. Every Monday, students are provided lesson(s) surrounding social emotional interests and goals. 70% of the HMS staff has been trained in Developmental Designs and follow the program guidelines for incorporating advisory minutes into instructional goals. Hernandez Middle School has a dedicated advisory block that varies per grade level. 45 minutes are allotted daily. On Mondays, Advisory is utilized to ensure SEL needs. From Tuesday to Friday, the Advisory block is used to facilitate differentiated instruction surrounding NWEA MAP RIT learning outcomes in Math and/or Reading. Students of HMS have been divided by RIT bands and are given supplemental instruction. HMS also has an attendance program complete with contract that monitors student that has attendance concerns. Currently, HMS services 85 to 100 students on a daily basis through pull out service focused upon either Math, Reading or Social and/or Emotional needs.

Growth in this area would be to strengthen MTSS systems school wide, especially in regards to MTSS support in SEL Tier 2 and Tier 3.

### 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-P02).**
  - 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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B3. MTSS Implemented Effectively in School</li> </ul>

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 **2** 3 4

Hernandez Middle School is committed to supporting a culture of learning for students. Utilizing Agency, Authority, and Identity in each classroom's learning objectives has allowed students to take ownership of their learning, what they learn, and how they learn. In examining student work, teachers have developed protocols and routines that shift the learning environment to a more student-centered and student-led classroom.

Area of growth: Growth in this area will include more student centered classrooms being evident in data. More consistency needed with using goal setting worksheets for NWEA. PBIS and husky tickets are being used less frequently. Growth mindset should be incorporated into classrooms more consistently.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

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

### 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

At the start of the year teachers participated in professional development around building community in their classroom. Members of the staff are trained in restorative practices and implement them to handle conflicts between students.

Most teachers in the school incorporate learning into the classroom that allow students to learn about social identities.

Monday's are SEL instructional days in the school during advisory periods. Teachers utilize training from Developmental Designs to build community in the classroom.

Teachers participate in monthly peace building circles run by an outside organization.

To grow in this area, we could improve on our positive interactions with students. Phone calls home are most likely from negative behaviors exhibited in the classroom. We could also improve on recognizing the diverse social identities that exist outside of the largely Hispanic population that we have.

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

7th and 8th grade S.S teacher students teach about governments as well as the political structures that are international and national. 6th grade introduces them but not in depth more so introductory.

7th grade has a better emphasis on the voting and electoral process than the other two grade levels. It gets brushed off with time. Students are prepared in discussing and acting upon issues that impact the students such as the Parkland incident, LGBTQ, wanting staff to be hired to better their learning process.

Students are able to explore their identities and beliefs, S.S helps them connect to issues, helps encourage them to reflect and talk to an adult they can trust.

Students are able to exercise their voice through the leadership program, student voice committee, administration has an open door policy and students have come to them more than previous years.

Students learn from civic leaders however, we can benefit from inviting some to speak at our school. Engagement in the community can be improved tremendously. Students take informed action with social media, most used would be snapchat. Student know that culture in our school can be voiced through the My voice survey, leadership and student voice council.

Based on this data we believe that the SEF Score Scale is a 2 because although we meet many bullet points it only represents a small number in our student population and not 1 bullet point is across the board, it only targets a grade level, a small time frame, or part of the bullet point is met.

## 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"> <li>• HMS Student Survey completion rates and results</li> <li>• Artifact from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Sample learning reports and/or reflections of SL projects</li> <li>• Link and curriculum maps, rubric, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measure	✓ 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 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS 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

HMS mission is to provide a safe, positive and welcoming school environment conducive for teaching and learning for students, teachers and all stakeholders. School has procedures for staff, students and visitors when entering the building. Most teachers have functioning locks on their classroom doors and all teachers use key-cards to enter the building. There is administration and/or security in the building during and after school hours. There are interior and exterior security cameras to monitoring the school for safety concerns. Emergency protocols and procedures have been established and regular drills are practiced with all students. We have an established safety and security team that meets bi-weekly to assess protocols and procedures in-place. This school year, we have increased the number of security personnel from 3 members to 6 in total. In addition, we have adopted a bell schedule with transition time built in allowing for continuous and effective hall-sweeps for safer hallways. HMS has several school-wide incentive programs to encourage and reward positive behavior included but not limited to PBIS, PRIDE matrix, Peace Circles, Student Voice and Student Leadership for student engagement, behavior contract and has partnered with BAM, YAP and other organizations to support a positive environment. Expectations for safe transitions and all teachers post classroom rules and expectations. Our 5Essentials Survey data around supportive environment shows that we are at a neutral stage. Student-teacher trust is the highest with 60% while safety is our lowest with 25%. Students feel unsafe when they travel to and from school. Over 78% of the students responded that they feel safe or very safe inside the school. An overwhelmingly 92% responded that they feel mostly safe or very safe inside the classroom.

Our next step to move our school to be strong and/or very strong in the supportive environment for all stakeholders, we need to continue to build relationships with students, staff and community. As admins we should address the principal- teacher trust. Making stronger channels of communication and giving teacher voice in school decisions. When it comes to school and student safety, we need to continue to build strong and long-term relationships with outside organizations to help us secure safety for our students when traveling from and from home. In addition, we would need to provide additional programs to support our students with Peer Mediation, School-wide Peace Circle Training and a more consistent school wide behavior- contract. Consistency in programs inside the school like BAM, SEL standards in lesson plans and counseling sessions for students with the need of intervention, must be mapped out at the beginning of the year. Student involvement for suggesting incentives for all students.

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

### Restorative Approaches to Discipline:

Score

1 2 3 4

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

Hernandez has set clear expectations for student behavior, but need to revisit and reimplement PRIDE into our day-to-day instruction. We proactively reach out to families when there are are issues that we feel are arising, but do not have systems in place for telling families about the positive behaviors that their students have shown in class.

We intentionally teach SEL skills in the classroom and have incorporated teachings of developmental designs, bulldog solutions, and mindful practices into the classroom. Students are aware of the number of misconducts they have in Behavior, Attendance, and Grade (BAG) reports.

When students misbehave Hernandez first tries to implement restorative strategies. We have partnership with outside organizations (BAM and YAP) to help support our students on SEL development.

In school supports that are provided to students include working with the counselor, case manager, and social worker when an issue arises that needs SEL support. When there is a school wide situation Hernandez utilizes outside support systems (such as the Network) to provide interventions for our students in need.

In order to improve on our restorative approaches to discipline Hernandez should organize and implement a Behavioral Health Team (BHT), improve on the removal rate of students from classrooms, and provide more opportunities to repair conflict with peers. Hernandez should also get more granular with the data we have to determine if there are specific behaviors we need work with our students on improving. Hernandez also needs to include SEL supports into its MTSS model.

### 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	✓ 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:

Score

1 2 3 4

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

Hernandez Middle School has many opportunities for parents to visit the school and become active member of the We hold monthly LSC, PAC, and BAC meetings for parents to come together and become inform on what is happening at Hernandez MS. This school year we held orientation for 6th, 7th, and 8th graders and their parents the week before school started. At each grade level orientation, teachers and administration were present to speak to parents about what to expect this upcoming school year. There have been numerous meetings for 8th grade parents regarding graduation, on track, high school applications, behavior expectation, etc. Our staff has provided three Saturday meetings and after school sessions to help parents fill out high school applications. Parents were able to work with a staff member one on one to fill out high school application. There are publications that go home monthly or quarterly for parents to be informed of meetings. All of these meetings have been set up to provide parents time to ask questions, raise concerns and give feedback. All material sent home is sent in English/Spanish/Mandarin. We provide the same services to parents during all parent teacher conferences and IEP meetings. We have translators for parents that speak Spanish and Mandarin when they come to the building.

For our Fall report card pick, we had 86% parent participating. This high percentage of parent attendance allowed parents to communicate with teachers on a student's individual progress and what should be the next steps for the academic success. We have a 56% parent involvement with a parent portal, which is higher than average for a school in our network. This school year we have held Literacy Night in the 1st quarter and Science Night in 3rd quarter. Parents attendance was low. Next steps for Hernandez MS would be to create a way to inform parents of various events happening at Hernandez MS. We not only invite participating. Four days out of the week, HMS hosts GED and ESL classes for parents.

Next steps, for HMS would be to improve parents involvement in classrooms focusing on instruction. We also need to ensure that all events at HMS are well publicized to increase parent participation. HMS has conducted home visits and created attendance contracts for students that are off track only for attendance reasons. We can create a better system for conducting follow up visits for those students.

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

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 <b>2</b> 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 <b>4</b> 5 ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 <b>3</b> 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<b>1</b> 2 3 4 5 ☐



2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	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
<b>National School Growth Percentile - Reading</b>					
Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.	58.00	68.00	75.00	72.00	75.00
<b>National School Growth Percentile - Math</b>					
Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.	31.00	32.00	75.00	50.00	55.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.	51.30	53.20	65.00	60.00	70.00
<b>African-American Growth Percentile - Reading</b>					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.	58.00	70.00	83.00	72.00	75.00
<b>English Learner Growth Percentile - Reading</b>					
Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.	85.00	56.00	30.00	63.00	70.00
<b>Diverse Learner Growth Percentile - Reading</b>					

Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.

75.00 38.00 8.00 50.00 55.00

**African-American Growth Percentile - Math**

n/a

(Blank) (Blank) 0.00 0.00 0.00

**Hispanic Growth Percentile - Math**

Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.

31.00 32.00 45.00 50.00 55.00

**English Learner Growth Percentile - Math**

Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.

30.00 23.00 30.00 30.00 35.00

**Diverse Learner Growth Percentile - Math**

Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.

4.00 2.00 9.00 10.00 20.00

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

Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.

57.00 61.00 58.00 65.00 70.00

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

Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.

52.00 47.00 65.00 70.00 75.00

**National School Attainment Percentile - Reading (Grade 2)**

n/a

(Blank) (Blank) 0.00 0.00 0.00

**National School Attainment Percentile - Math (Grade 2)**

n/a

(Blank) (Blank) 0.00 0.00 0.00

**% of Students Making Sufficient Annual Progress on ACCESS**

Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed. Especially in light of not having received a score for this last year.

25.70 (Blank) 30.00 45.00 55.00

**Average Daily Attendance Rate**

Given trends in historical data and the recommendations for CPS, Hernandez feels like this is an obtainable goal. When 2017-2018 data comes out this goal will be revisited and revised if needed.

96.20 95.20 96.00 96.50 97.00

**My Voice, My School 5 Essentials Survey**

Our goal for the 5 essential survey is to be a well organized school when the latest survey is released

(Blank) (Blank) (Blank) (Blank) (Blank)

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 provide a culture of continuous professional development and growth for teachers,

Then we will create engaging and rigorous lessons that foster self-directed student learners. This will include small group differentiated instruction, vertical and horizontal alignment, and questioning techniques that deepen and challenge student understanding

Which will lead us to an increase in student attainment and growth in reading and math for grades 6-8 on the NWEA test and will increase relevant measures on the 5 essential survey

Tags:

Professional development, Differentiated instruction, Rigorous tasks, Vertical alignment, Horizontal alignment

Area(s) of focus:

1, 2, 3, 4

Action step

Responsible

Timeframe

Status

Send out a staff survey to determine interest in different PD topics

ILT, Admin, Staff

Jun 1, 2018 to Jun 30, 2018

Not started

**Professional Learning, Survey**

Determine PD needs for next year based on data collected

ILT

Jun 1, 2018 to Jul 13, 2018

Not started

**Professional development, Data analysis**

Provide summer PD for members of ILT around following years problem of practice to be explored during PDs, Flex Days, School improvement days, etc.

ILT leads, ILT

Jun 20, 2018 to Aug 24, 2018

Not started

**Professional development, Instructional leadership team**

Provide teachers time to work together in teams to align standards and yearly scope and sequence vertically and horizontally

Admin

Jun 20, 2018 to Aug 31, 2019

Not started

**Scope and sequence, Horizontally aligned, Vertically aligned**

Set up calendar listing all professional development dates for following year with topics to be covered

ILT

Jul 9, 2018 to Aug 31, 2018

Not started

**Professional development, Calander**

Purchase any books to be used as anchor texts for PD and any CCSS aligned resources needed

Admin

Jul 9, 2018 to Aug 31, 2018

Not started

**Allocations of funds for purchasing materials for instruction and professional development**

Develop goals and accountability metrics for determining if work around the problem of practice is effective

ILT

Jul 9, 2018 to Aug 30, 2018

Not started

**Data, Metrics**

Provide opportunities for teachers to attend PD around problems of practice	Admin, Teachers	Jul 2, 2018 to Jun 19, 2019	Not started
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**Professional development, Teacher capacity**

Collect data to determine if professional development is improving the problem of practice	ILT, Staff members	Sep 4, 2018 to Jun 14, 2019	Not started
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**Data analysis, Data collection**

**Strategy 2**

If we do...

If we strengthen school wide alignment of standards to yearly scope and sequence

...then we see...

Then we will see an increase in vertical and horizontal alignment in unit plans and assessments and will further develop our culture of looking at data to inform instruction

...which leads to...

Which will lead us to an increase in data informed instruction informed by common lessons and assessments.

Tags:

Scope and sequence, Vertical alignment, Horizontal alignment

Area(s) of focus:

1, 3

Action step	Responsible	Timeframe	Status
Content team leads will lead their teams to develop curriculum maps using structures provided by administration (vertical and horizontal alignment).	administration, content teacher, ELPT, MTSS coordinator	select	Not started

**Curriculum maps, Content teams**

Content teams and administration will continue to provide staff development on UBD Stage 2 unit planning and to continue a cycle of feedback on unit plans.	administration, content teacher, ELPT, MTSS coordinator	Aug 1, 2018 to Jun 30, 2019	Not started
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**Understanding by design, Content teams**

Admin will schedule routine time for content teams (UBD Stage 2). [Potentially during flex days, school improvement days, orpaid additional meetings]	Admin	Aug 1, 2018 to Jun 30, 2019	Not started
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At PLC meetings, content teachers will routinely reflect on and revise aligned curriculum and student work produced through aligned unit.	Teachers	Aug 1, 2018 to Jun 30, 2019	Not started
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**Data, Student work, Professional learning community**

During school improvement days, time will be focus on cross-curricular planning.	Admin, Content Teachers	Aug 1, 2018 to Jun 30, 2019	Not started
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**Cross curricular planning, School improvement**

Provide professional development opportunities for PBL. (training, book groups)	Teachers, Admin	Aug 1, 2018 to Jun 30, 2019	Not started
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**Professional development, Pbl**

### Strategy 3

If we do...

Develop a culture that reflects a belief that all students in the building can succeed on rigorous tasks

...then we see...

An increase in rigorous tasks implemented and expectations that all students can complete them

...which leads to...

an increase in ambitious instruction with environments that support students in their work, increasing our growth and achievement on assessments.

Tags:

Culture for learning, Instruction

Area(s) of focus:

2, 5

Action step

Responsible

Timeframe

Status

Complete and administer a core beliefs survey. Analyze results and relevant 5 Essentials Data to identify areas of need.

Administration

select

Not started

#### Climate survey

Develop Behavioral Health Team

Administration

Jun 18, 2018 to Jul 27, 2018

Not started

#### Behavior health team

Provide training and professional learning to the BHT around areas of need relating to culture, growth mindset, and teacher efficacy.

Administration, BHT

Jul 1, 2018 to Aug 31, 2018

Not started

#### Professional Learning, Behavioral health team

Set up calendar listing all professional development dates for following year with topics to be covered

BHT

Jul 1, 2018 to Aug 31, 2018

Not started

#### Professional Learning, Calendar

Identify goals, metrics, and progress monitoring points for the BHT around culture for learning.

BHT

Jul 1, 2018 to Aug 31, 2018

Not started

#### Goal setting, Culture for learning, Behavioral health team

Provide Professional learning around growth mindset, teacher efficacy, and culture for learning during flex days, school improvement days, and PLC's

BHT

Aug 27, 2018 to Jun 15, 2019

Not started

#### Professional Learning, Growth mindset, Culture for learning

Determine the effectiveness of professional learning through quarterly surveys and building "temperature checks".

BHT

Aug 27, 2018 to Jun 22, 2019

Not started

#### Data analysis

### Strategy 4

If we do...

If we strengthen our systems of MTSS, establishing strong Tier 1 academic and behavioral instruction, while further developing our Tier 2 and Tier 3 interventions

...then we see...

Then we will see an increase in quality differentiated instruction as well as intervention strategies for both academic and social emotional learning

...which leads to...

Which will lead to an increase in attainment and growth for all students in reading and math in grades 6-8 and will decrease repeated behavioral incidents.

Tags:

MTSS, Attendance, Interventions, Academic gain, Behavior, Growth mindset, Attendance plan, Behavior health team

Area(s) of focus:

2, 4

Action step	Responsible	Timeframe	Status
Teacher and MTSS team created PLPs for Tier 3 students both academic and social emotional goals monitored every 3 weeks using BAG reports, Progress Reports and Report Cards.	Admin, ILT, MTSS Coordinator	Jul 2, 2018 to Jun 14, 2019	Not started
Professional learning focused on effective instructional practices for mixed ability groups.	Admin, ILT, MTSS Coordinator	Jul 1, 2018 to Jun 18, 2019	Not started
Review with teachers and monitor use of the MTSS logging tool. Tool should be used to track interventions as well Personal Learning Plan goals.	content teachers, MTSS coordinator	Jul 1, 2018 to Jun 30, 2019	Not started
Build and introduce school wide mechanism for progress monitoring as well timeline for teacher completion.	ILT, MTSS Coordinator, Admin	Jul 1, 2018 to Jul 1, 2019	Not started
MTSS team will monitor implementation and completion of progress monitoring by teachers with in the logging tool.	MTSS Coordinator and Team	Jul 1, 2018 to Jul 1, 2019	Not started

## Action Plan

### Strategy 1

**NOT STARTED** Send out a staff survey to determine interest in different PD topics"  
Jun 01, 2018 to Jun 30, 2018 - ILT, Admin, Staff

#### Status history



**NOT STARTED** May 31, 2018  
**Evidence**  
Survey Results

**NOT STARTED** Determine PD needs for next year based on data collected"  
Jun 01, 2018 to Jul 13, 2018 - ILT

#### Status history



**NOT STARTED** May 31, 2018  
**Evidence**  
Agendas, Notes from meeting

**NOT STARTED** Provide summer PD for members of ILT around following years problem of practice to be explored during PDs, Flex Days, School improvement days, etc."  
Jun 20, 2018 to Aug 24, 2018 - ILT leads, ILT

#### Status history

May 31

**NOT STARTED** May 31, 2018  
**Evidence**  
Agendas from Summer PD's

**NOT STARTED** Provide teachers time to work together in teams to align standards and yearly scope and sequence vertically and horizontally"  
Jun 20, 2018 to Aug 31, 2019 - Admin

### Status history

May 31

**NOT STARTED** May 31, 2018  
**Evidence**  
Finished Curriculum maps

**NOT STARTED** Set up calendar listing all professional development dates for following year with topics to be covered"  
Jul 09, 2018 to Aug 31, 2018 - ILT

### Status history

May 31

**NOT STARTED** May 31, 2018  
**Evidence**  
Finished Calander

**NOT STARTED** Purchase any books to be used as anchor texts for PD and any CCSS aligned resources needed"  
Jul 09, 2018 to Aug 31, 2018 - Admin

### Status history

May 31

**NOT STARTED** May 31, 2018  
**Evidence**  
Purchased Books

**NOT STARTED** Develop goals and accountability metrics for determining if work around the problem of practice is effective"  
Jul 09, 2018 to Aug 30, 2018 - ILT

### Status history

May 31

**NOT STARTED** May 31, 2018  
**Evidence**  
Finished goals and accountability metrics

**NOT STARTED** Collect data to determine if professional development is improving the problem of practice"  
Sep 04, 2018 to Jun 14, 2019 - ILT, Staff members

### Status history

May 31

NOT STARTED

May 31, 2018

**Evidence**

Data collection tools developed next year

NOT STARTED

Provide opportunities for teachers to attend PD around problems of practice"

Jul 02, 2018 to Jun 19, 2019 - Admin, Teachers

### Status history



NOT STARTED

May 31, 2018

**Evidence**

Funds set aside for PD

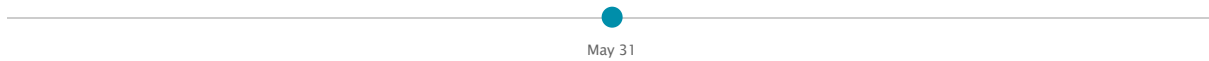
## Strategy 2

NOT STARTED

Content team leads will lead their teams to develop curriculum maps using structures provided by administration (vertical and horizontal alignment)."

- administration, content teacher, ELPT, MTSS coordinator

### Status history



NOT STARTED

May 31, 2018

**Evidence**

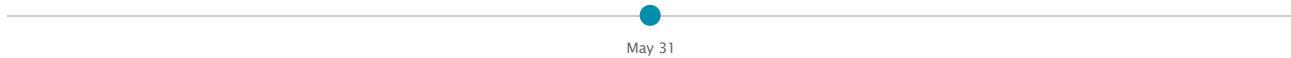
Content Meetings, Agendas, Curriculum Map, minutes

NOT STARTED

Content teams and administration will continue to provide staff development on UBD Stage 2 unit planning and to continue a cycle of feedback on unit plans."

Aug 01, 2018 to Jun 30, 2019 - administration, content teacher, ELPT, MTSS coordinator

### Status history



NOT STARTED

May 31, 2018

**Evidence**

Content Meetings, Agendas, PD agendas, unit plan feedback to teachers, minutes

NOT STARTED

Admin will schedule routine time for content teams (UBD Stage 2). [Potentially during flex days, school improvement days, orpaid additional meetings]"

Aug 01, 2018 to Jun 30, 2019 - Admin

### Status history



NOT STARTED

May 31, 2018

**Evidence**

Meetings Agendas, minutes

NOT STARTED

At PLC meetings, content teachers will routinely reflect on and revise aligned curriculum and student work produced through aligned unit."

Aug 01, 2018 to Jun 30, 2019 - Teachers

### Status history



May 31

NOT STARTED

May 31, 2018

**Evidence**

Meetings Agendas, units, minutes, and student work, tasks

NOT STARTED

During school improvement days, time will be focus on cross-curricular planning."

Aug 01, 2018 to Jun 30, 2019 - Admin, Content Teachers

Status history

May 31

NOT STARTED

May 31, 2018

**Evidence**

Meetings Agendas, units, minutes, and student work, tasks

NOT STARTED

Provide professional development opportunities for PBL. (training, book groups)"

Aug 01, 2018 to Jun 30, 2019 - Teachers, Admin

Status history

May 31

NOT STARTED

May 31, 2018

**Evidence**

Strategy 3

NOT STARTED

Complete and administer a core beliefs survey. Analyze results and relevant 5 Essentials Data to identify areas of need."

- Administration

Status history

May 31

NOT STARTED

May 31, 2018

**Evidence**

Survey and Results

NOT STARTED

Develop Behavioral Health Team"

Jun 18, 2018 to Jul 27, 2018 - Administration

Status history

May 31

NOT STARTED

May 31, 2018

**Evidence**

Membership Interest Survey, Team Roster

NOT STARTED

Provide training and professional learning to the BHT around areas of need relating to culture, growth mindset, and teacher efficacy."

Jul 01, 2018 to Aug 31, 2018 - Administration, BHT

Status history

**NOT STARTED** May 31, 2018  
**Evidence**  
PD Agendas

**NOT STARTED** Set up calendar listing all professional development dates for following year with topics to be covered"  
Jul 01, 2018 to Aug 31, 2018 - BHT

### Status history



**NOT STARTED** May 31, 2018  
**Evidence**  
Calendar

**NOT STARTED** Identify goals, metrics, and progress monitoring points for the BHT around culture for learning."  
Jul 01, 2018 to Aug 31, 2018 - BHT

### Status history



**NOT STARTED** May 31, 2018  
**Evidence**  
Goals, Surveys, Agendas

**NOT STARTED**  
Provide Professional learning around growth mindset, teacher efficacy, and culture for learning during flex days, school improvement days, and PLC's"  
Aug 27, 2018 to Jun 15, 2019 - BHT

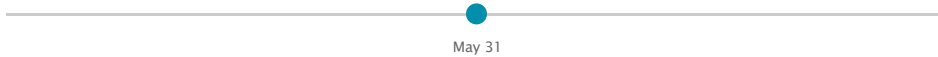
### Status history



**NOT STARTED** May 31, 2018  
**Evidence**  
Agendas, Exit Slips, Work Products

**NOT STARTED** Determine the effectiveness of professional learning through quarterly surveys and building "temperature checks"."  
Aug 27, 2018 to Jun 22, 2019 - BHT

### Status history



**NOT STARTED** May 31, 2018  
**Evidence**  
Surveys and results

## Strategy 4

**NOT STARTED**  
Teacher and MTSS team created PLPs for Tier 3 students both academic and social emotional goals monitored every 3 weeks using BAG reports, Progress Reports and Report Cards."  
Jul 02, 2018 to Jun 14, 2019 - Admin, ILT, MTSS Coordinator

## Status history

May 31

NOT STARTED

May 31, 2018

**Evidence**

MTSS logging tool data, PLPs, BAG reports, Progress Reports and Report cards

NOT STARTED

Professional learning focused on effective instructional practices for mixed ability groups."

Jul 01, 2018 to Jun 18, 2019 - Admin, ILT, MTSS Coordinator

## Status history

May 31

NOT STARTED

May 31, 2018

**Evidence**

Content Meetings, Agendas, Curriculum Map, minutes

NOT STARTED

Review with teachers and monitor use of the MTSS logging tool. Tool should be used to track interventions as well Personal Learning Plan goals."

Jul 01, 2018 to Jun 30, 2019 - content teachers, MTSS coordinator

## Status history

May 31

NOT STARTED

May 31, 2018

**Evidence**

Content Meetings, Agendas, Curriculum Map, minutes

NOT STARTED

Build and introduce school wide mechanism for progress monitoring as well timeline for teacher completion."

Jul 01, 2018 to Jul 01, 2019 - ILT, MTSS Coordinator, Admin

## Status history

May 31

NOT STARTED

May 31, 2018

**Evidence**

Progress Monitoring Tool

NOT STARTED

MTSS team will monitor implementation and completion of progress monitoring by teachers with in the logging tool."

Jul 01, 2018 to Jul 01, 2019 - MTSS Coordinator and Team

## Status history

May 31

NOT STARTED

May 31, 2018

**Evidence**

Documentation on Logging Tool

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 I/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.

HMS will take a proactive and transparent approach to promote productive conversation. The school's Administrative Team and EL Liaison will continue work jointly with the Office of Community Relations, PAC committee members, and members of the CIS grant team to develop and periodically review and revise the Title I parental involvement plan and policy. Parent members from BAC, PAC, and LSC will be invited to participate in the CIWP planning process. In order to promote a two way communication between the school and community, HMS will periodically survey stakeholders to seek their input and feedback on relative issues throughout the school year.

Hernández Middle School will continue to foster parental involvement through continuous collaboration to monitor, plan and revise programs under NCLB Title I Funds. We currently have a highly active Parent Advisory Council (PAC), BAC, and LSC. Meetings are held every Thursday to review the Title I Budget and plan for allocations accordingly. In addition, these meetings will provide parents with the opportunity to learn skills on how to deal with social/emotional issues through on-going workshops. Information of all instructional and non-instructional concerns are addressed to ensure that parents get the necessary support to raise their children's education with the best support possible. These collaboration and parental involvement meetings will continue for the FY18 school year. Parents will continue to attend these meetings, receive training and offer input on the NCLB programs in terms of recommendations and reviews for improvement. Administration will work with parents to continue to offer continuous collaboration in this process. Principal has set up monthly meeting with parents / community to receive feedback, comments, and suggestions for improvement.

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

The Principal will invite parents to a parent meeting within the first 30 days of school to explain the CIWP, Parent Compact, Title I school parent involvement plan, Title 1 Budget Plan/ funds available, NCLB policy. The elected officers facilitate the planning of monthly meetings and workshops for the school year calendar. PAC committee members will survey the parents interests and concerns in order to plan for workshop presenters. Monthly meetings will be planned with agendas consisting of PAC business and parents workshops. Principal participates in monthly conversations with any parent.

Principal will hold an annual informational meeting no later than September 2018. At this time, parents will be informed of the school's NCLB Title I Program, School's CIWP, Parent- Involvement Policy, Budget, and guidelines for the program. Parents will be invited to offer input on what they would like in terms of program offerings, services and materials/ supplies. In addition, parents will be informed of their right to be involved and will be encouraged to participate in the program. Annual elections will be held for most programs to fill vacancies or elect new members. Parents will decide on date, time and place for an organizational meetings. A year-long calendar will be developed with dates of meeting and relevant topics to ensure high participation from parents. The school will hold Literacy, Numeracy, Technology and Science Nights where parents can have conversations with teaches about instruction and how they can support the learning at home. Principal Annual Informational Meeting will be held on September 27, 2018.- PAC organizational meeting will be held September 28, 2018.

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.

HMS currently holds monthly with PAC and BAC meetings with committee members and community members. In addition, parents workshops are held at the school at various times throughout the school year, even on Saturdays. Workshops are based on the interests and concerns of stakeholders as a result of surveys taken once a year. HMS provides opportunities for parents to meet with the principal at monthly coffee sessions. HMS's website updated regularly to inform parents of upcoming events in which their voice could be heard.

HMS continues to have a solid high parental involvement. Opportunities to meet every Thursday are given to all committees, NCLB, BAC, and LSC. These meetings are primarily run by parents. In these meetings parents will be given ample opportunity to participate, give input, suggestions, and make recommendations on school programs, school services, in-services, learning activities and other topics related to student achievement and parent training. Parents will be involved in the decision process at all times. The school sends home progress reports as directed by CPS. The school also instructs teachers to monitor students' progress and to reach out to parents with any concerns. Parents are encouraged to sign up on Parent Portal. The school will hold Literacy, Numeracy, Technology and Science Nights where parents can have conversations with teaches about instruction and how they can support the learning at home.

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.

Parents are given an explanation and a copy of NWEA assessments and students academic goals in reading, math, and district promotion policy at the beginning of the school year. NWEA Parents reports are shared during parent teacher conferences on report card pick-up days. EL's are provided with a copy the previous school year's ACCESS parent report at the beginning of each school year. BAG reports given out on a monthly basis to further inform parents.

Principal will facilitate a meeting (s) at the beginning of the school year to bestow parents with school's established curriculum, instructional programs, students' academic progress, tools in-placed to measure success and levels of expected achievement. Principal will hold meetings with parents on a monthly basis, bi-weekly and would be on-going throughout the school year as needed or suggested by PAC. Parents will be given ample notice of the meetings and dates and times would be agreed upon by committees. School Community Liaison will facilitate communication with parents, students and the community and inform them of instructional and social / emotional programs and other workshops and/or services provided at the school targeting parental involvement, awareness and student's achievement.

HMS will provide parents with a report of their child's performance on a form of a Report Card. In addition, school wide scores of State and School Based Assessments of students to be reviewed with parents with individual reports given to parents. Principal / Principal's Designee will host open meetings for parents and students to learn more about how to interpret and understand the results. In addition, school counselor will give opportunities to parents to come and meet one-on-one and review results. These meeting will be held at least 3 times a year.

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.

When necessary, HMS will send home letters form CPS to notify parents when their child has been assigned to or taught by, a teacher who is not "highly qualified."

Principal will facilitate a meeting (s) at the beginning of the school year to bestow parents with school's established curriculum, instructional programs, students' academic progress, tools in-placed to measure success and levels of expected achievement. Principal will hold meetings with parents on a monthly basis, bi-weekly and would be on-going throughout the school year as needed or suggested by PAC. Parents will be given ample notice of the meetings and dates and times would be agreed upon by committees. School Community Liaison will facilitate communication with parents, students and the community and inform them of instructional and social / emotional programs and other workshops and/or services provided at the school targeting parental involvement, awareness and student's achievement.

HMS complies with the requirements under the NCLB program to hire highly qualified teachers. In circumstances when students are not taught by a High Qualify Teacher, Principal will inform parents via letter and provide an opportunity for them to come to school and meet with him or other school Admin to obtain clear understanding of the Not High Qualify Teacher. Principal will monitor staff continuously to ensure staff is fully in compliance WITH Title I.

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.

Title 1 meetings will be used to plan parent workshops to help parents understanding of Common Core State Standards, PARCC's, ACCESS, and NWEA. The school has provided parents with internet workshops which assists parents with creating email accounts and how to use the CPS parent portal. Parents will be able to use email accounts to better communicate with teachers. Parents will also be able to monitor students academic progress by accessing parent portal to view assignment, assessment grades, absences, and tardies.

HMS will continue to build awareness to all stakeholders of the state's academic content standards; the state's student academic achievement standards and the state and local academic assessments and other assessments by inviting all parents to an informational meeting at the beginning of the school year. The annual Title I in the fall will help parents understand all the state content and achievement standards as well as assessments used throughout the year. All the requirements of Title I will be discussed during this meeting. In addition, parents will be informed of the school's mission and how the daily instruction is aligned with the school's curriculum. During Orientation and Open House, the school will provide in-services to all parents on how to access the Parent Portal in IMPACT and monitor their child's progress. Parent trainings will also be offered throughout the year on how to read and interpret report cards and on skills and ways that parents can support their children academically to improve achievement. Furthermore, parents will receive academic progress reports every five weeks and parents will be encouraged to come to school and to come to school and meet with their child's teacher to discuss academic progress. Also, parents are welcome to Hernandez to sit in their child's classroom to witness the daily instruction, school climate and how instructional materials and other resources are used to support daily instruction.

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.

HMS will continue to work with PAC and Metropolitan Family Services to conduct workshops based on the surveyed needs of parents.

The mission of PAC is to provide parents with the necessary training to assist their children and create a true partnership with the school to promote academic achievement. The PAC budget has been developed and approved to meet this needs. HMS will host technology and adult literacy training programs each year for parents and community members. Through community partnerships and community based organizations, the school to bring different programs, services and activities to our parents at no cost. The school community liaison works collaboratively with these agencies to provide training to parents in academic areas and non- academic areas. Agencies also offer programs targeting students' social/emotional well-being like prevention programs, bullying and counseling. Whole family participation in these programs will be promoted. In addition, NCLB Title 1 will provide funding for parents to attend conferences, seminars, and workshops on these topics. All these programs and activities for will focus on parental involvement aimed at students' achievement.

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.

HMS will continue to ask staff to volunteer to give parent workshops to increase parent involvement and positive communication in the HMS Community. HMS will encourage parent volunteerism to assist with one on one tutoring. HMS continues to involve parents in the school community by hiring and training parents to be recess/ lunch monitors

On the first day of staff attendance, PD will be given to staff on how and why it is important to forge that lasting bond between the teachers and the parents and how teachers can leverage this partnership when faced with adverse situations. HMS will expose and encourage teachers to participate in extracurricular activities, teacher family literacy courses, and conduct conferences with parents on a monthly or quarterly basis. Also, the school will continue to educate all staff to ally with parents in all educational and emotional aspects by providing on-going professional development in building working relationships with parents to create a strong bond between school, parent and teachers. This will include workshops given during regular staff meetings as well opportunities to attend outside seminars, in-services and other professional development. Faculty and staff are committed to establish strong and clear channels of communication with all parents about student's academic progress and needs of improvement via phone calls, correspondence or on-one meetings. A yearlong PD Calendar will be established.

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.

n/a Hernandez is a 6-8 school

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All school publications are available in both English and Spanish. School calendar/Monthly Parent Bulletin are sent home, posted on the HMS web site, and available in main office, Parent meeting notices are posted at main entrance in a timely manner. HMS web site publishes information for students and parents. Technology workshops are available to parents to assist with creating email correspondence and navigating CPS Parent Portal.

HMS provides monthly school calendars highlighting activities, programs, events and meetings of the month in both languages English and Spanish. Information for all meetings is also disseminated by posting information at Main Entrance doors, school's Marquee, Website and by email accounts on file. Also, related material regarding information about the school, activities, programs and other opportunities to parents is send via correspondence with students. Every Thursday, during meetings, information is also shared about activities and upcoming events by our School community Liaison. Announcements are made in the parent's native language.

Policy Implementation Activities

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



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



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



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

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

n/a

### School-Parent Compact

Complete

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

Irene C. Hernandez Middle School for the Advancement of the Sciences will provide a model school where each child will pursue self-actualization through the development of social, emotional wellness and academic skills, with an emphasis on Science and Technology, in order to function as informed citizens of our community, our city and the world of Technology.

The school continues to align all of our units to the Common Core Standards to promote academic achievement. The PLC bi-weekly meetings are develop around AAI. HMS has selected 5 priorities for the next 2 school years as our main purpose.

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.

HMS will hold a minimum of 2 official parent-teacher conferences (according to district policy) on the CPS Report Card pick-up dates. Parent-teacher conferences can also be arranged between parents and school staff throughout the school year through appointments as deemed necessary by parents or staff. Along with distribution of grades, teachers will also share and explain NWEA results and resources available to students.

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

Hernandez updates parents on student progress 4 times a quarter through progress report, report card, and 2 BAG reports that are created in house to inform parents of progress. The school also instructs teachers to monitor students' progress and reach out parents with celebrations and concerns. Parents are encouraged to sign up in Parents Portal to monitor their child progress.

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

HMS teachers are available to parents at any point in the school year to discuss student's progress. Teachers are available for scheduled appointment before and after school, and during their planning period. Teachers will also continue to make phone calls, send emails, send postcards, and make home visits to keep communication open with parents.

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.

During parent meetings and visits, parents are encouraged to volunteer and participate during the school year. Currently, a parent cross walk patrol has been established. A Bilingual Parent Advocate has been hired to facilitate the recruitment and development of parent volunteers. Parents have been encouraged to shadow students during classroom time. HMS will continue to encourage parents to get involved and assist during recess supervision and one on one tutoring. Orientation workshops will be held for all grade levels during the school year including- HS application process; Retention Process; High School requirements; Summer Orientation for 6th - 7th and 8th grade. The school will host Literacy Night, numeracy, technology, and science nights where parents can have conversation with teachers about instruction and academic support at school and at home.

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

HMS parents have access to CPS Parent Portal to monitor students' assignments, grades, and attendance. Office personal assists parents with access and account set-up for the parent portal. HMS automated phone calls notify parents when their child is absent from school. Teachers make phone calls home to discuss any issues regarding grades, attendance, and behavior throughout the school year. Teachers also send home HMS postcards through US mail with positive comments about their students. Each teacher send 5 postcards every 2 weeks. Attendance contract and behavior agreements will be signed by parents and staff.

- Monitor their children's attendance
- Monitor completion of homework
- volunteer for school activities
- provide a positive home environment and encourage students to learn
- Meet with staff regularly

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

HMS parents are encouraged to be part of their children's education by keeping lines of communication open. Parents are involved in the intervention process and special needs evaluations and parent-teacher conferences. Parents are surveyed in the beginning of the school year, on report card pick up days, and at the end of the school year regarding their concerns and suggestions. HMS holds monthly parent committee meetings, to foster the communication within the HMS Community. HMS administration will continue to have an open door policy in order to listen to parent concerns and suggestions. LSC has been established in order to give parents representation in the school planning process. Parents will continue to participate in decision making by participating in parent surveys, parent / teacher conferences; school improvements and having formal and informal meetings.

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

HMS students have access to the Student Portal where staff encourage them to log on to self-monitor their assignment grades, class averages, and attendance. Depending on the student's need, some students have Individual Instructional Plans for retained students and/or Behavior Plans in which teachers review progress and set goals together with students. All students conference with their homeroom teacher and sign their NWEA goal setting report twice a year.

- Students will share the responsibility for improvement :
  - Complete all assignments and school work
  - Arrive to school on time and be ready to learn
  - Abide with P.R.I.D.E. to all school expectaions
  - Study for NWEA / PARCC and other standardized tests
  -

**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.

Increase opportunities for parent engagement at Hernandez Middle School including learning opportunities, volunteer opportunities, and leadership opportunities. Some of these training topics will include assessment information, high school matriculation process, ACCESS and language acquisition, SEL initiatives.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0	.00
53405	<b>Supplies</b> 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.	\$ 3500	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1766	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order	\$ 600	.00



after service is rendered (NO CHECKS ARE ALLOWED)

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54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">398</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	398	.00
\$	398	.00			

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<p>54205</p>	<b>Travel</b> 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.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">800</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	800	.00
\$	800	.00			

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<p>54565</p>	<b>Reimbursements</b> 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.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

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<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

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53306	<b>Software</b> Must be educational and for parent use only.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			

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55005	<b>Furniture and Equipment</b> 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.	<table border="1" style="border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">\$</td><td style="width: 100px; text-align: center;">0</td><td style="width: 20px; text-align: center;">.00</td></tr></table>	\$	0	.00
\$	0	.00			