



Thomas A Hendricks Elementary Community Academy / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
04/09/2018	staff	Meeting 3:30-4:30
04/12/2018	Staff	Meeting 3:30-4:30
03/21/2018	staff	meeting 3:30-4:30
02/02/2018	staff	planning
04/16/2018	staff	Meeting 3:30-4:30
04/19/2018	Staff	Meeting 3:30-4:
04/25/2018	Mulchrone, Narcisse and Drink, McDonald	Editing and revisiting strategies
08/29/2018	Staff	Sharing and revisiting work for the year
11/02/2018	Staff	Update and evaluate

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.

1 2 **3** 4

School's Targeted Instructional Area, Providing Evidence Across Curricula Effectively, is evident throughout the school - in all classrooms and hallways with posters and student work. School website, handbook, and posters in classrooms display the school's vision. Teachers, staff, and members of the community are vested and share in the school's vision. There is a clear focus and evidence of high expectation for staff and students which is shown through classroom observations/monitoring and collaborative grade level/subject area meetings led by instructional leader. Professional development and professional readings are focused on common goals which are aligned to current research and best practiced throughout grade levels. Leadership focuses on results and school improvement. Teachers work well together and strive for excellence.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the

theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Agendas are set for ILT meetings that list the focus of the meeting. Minutes are shared with staff after ILT meetings. ILT meets monthly. Strategies for increase in student attainment and growth have led to increases in both.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

Network summits for professional learning are attended with fidelity. Weekly professional readings are discussed by teachers and staff at grade level meetings and staff meetings. Agenda set before all professional meetings. Content area meetings have agendas and minutes are submitted following each meeting. Teachers and staff attend professional development through network 9. New teachers are assigned experienced mentor teachers which meet weekly at grade level meetings.

Guide for Professional Learning

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

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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The Community programs Hendricks benefits from are the University of Chicago, Fellowship Baptist Church, Canaryville Library, Dialogue For Peace, Innations Music Program, Fuller Park, Eden's Place, Brooke field Zoo, Sit Stay Read, and the Chicago Bears. Leadership is consistently in communications with Wentworth Gardens, where a large portion of our students live. Diverse Learners travel to Gen-ed classrooms and are included in all aspects of instruction. Principal and the support team ensure that each student is working in his or her least restrictive environment. Classrooms are monitored by school leadership to ensure classrooms are using the CPS instructional time guides. The principal and leadership staff invest an average of 6-8 hours a week building the teaching practices of new teachers, and providing learning opportunities, feedback, and in-house professional development to them. Leadership meets weekly for budget review with our business manager, Mr. Burress. Technology, science, guided reading, and SEL resources are a priority in the budget.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
Measures	✓ Five Essentials
	Five Essentials
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Aligning Resources with Priorities: Focusing on What Matters Most
✓	Instructional Supports
✓	Strategic Source Vendor List
✓	CPS Instructional Time Guidelines: Elementary School Overview
✓	CPS Instructional Time Guidelines: High School Overview
✓	CPS Instructional Block Guidance: K-2 Literacy
✓	CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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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Content area teachers vertical plan across grade levels. Grade level teachers meet weekly to share student work and discuss/share successful methods used in the classroom in literacy and mathematics instruction. Annual science and history fair projects, as well as themed assembly presentations provide students an opportunity to prepare material for outside audiences, and compete with students across the school, network and city in those content areas. Teachers utilize network pacing guides and common core standards and resources when planning for instruction. School wide use of CHAMPS, Yoga / Mindful Practice, and Second Step are widely evident, and enforced by school leadership.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

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Small grouping is evident throughout all grade levels and content areas. Differentiated materials are utilized to meet student needs in each content area. Technology is used to meet the needs of all learners, diverse, those on grade level, and operating above grade level. SmartyAnts, ThinkCirca, Discovery Education Techbook, Typing Club.com, Code.org, Pearson Realize, and Khan Academy are all programs utilized by teachers and instructional staff to meet the needs of learners and integrate technology into daily instruction. Teachers have access and regularly use a large Fountas and Pinnell leveled library for guided reading instruction.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

Instruction is differentiated to meet the needs of individual students. This is evident through student work displayed on bulletin boards and in the classroom, student growth in NWEA data, data boards in hallways and classrooms. There is an emphasis placed on the importance of attendance by teachers and staff. Targeted Instructional Area requires students to provide evidence across curricula. This is reflected in displayed work in all classrooms and in hallways. SQRP shows evidence of growth and growth in attainment in Reading and Math.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge,

- requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

Middle school students participate in the "Naviance" computer transition program, where students are able to research their high schools, careers and college choices. This program stores student data through high school for student / counselor use. The school counselor runs an after school program, "High School and Beyond", designed to ease transition from elementary school to high school. The annual Career day features Hendricks Academy alumni to speak about their education and experiences beyond elementary school. The Eighth grade students visit the Network 9 High School Fair. High School counselors from area high schools visit the 8th grade class at Hendricks upon request. Middle School students visit local colleges including University of Illinois at Chicago and University of Chicago. Students review data with teachers to analyze their academic strengths and weaknesses. Staff regularly discuss their college experiences as well as wearing their college shirts one Friday a month. A college bulletin board is displayed on the middle school floor. At the close of the school year the Counselor and 8th grade teacher work on college research display boards with the 8th grade students to display for the rest of the middle school students to view and see as inspiration for the new 8th graders.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.

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

Evidence, Measures, and Standards

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

3 of 3 complete

Instruction:

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

Score

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In every classroom a schedule is posted that shows grouping. Flexible grouping occurs. Analysis of student work also lends to best practices. Teachers are mindful of depth of knowledge questions to create rigorous learning tasks. Teachers foster a supportive environment through visual aides and teaching to various modalities and student to student discourse. Three reads, three acts, and math talks, and leveled mars tasks evident in each math classroom. NGSS standards are met in each classroom for science, as well as STEM, phenomena approach, and inquiry based learning are evident in each science class pre-k - 8. Teachers collaborate across grade levels and content areas to stay abreast of individual student strengths and areas of need, as well as responsive methods. Teachers conduct data conferences with individual students and the principal to analyze multiple sources of data to monitor student goals.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress

Score

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.

Formative and Summative Assessments are evident in all teacher lesson plans and grade books. Curriculum maps and Unit Plans are completed quarterly. SQRP shows increase in on-track data across grade levels.

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	✓ SQRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework for Teaching	Curriculum & Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	2d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
4b. Maintaining Accurate Records	
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

Instructional leader continuously monitors grade book to address strengths and deficits and on track data. Students are placed in flexible learning environments and receive necessary supports as they improve or master skills. Teachers collaborate to discuss data and complete quarterly actions plans. Teachers participate in weekly grade level meetings. Attendance is closely monitored. Incentives are put in place for attendance. Progress monitoring is done. There is a school wide behavior management plan. Teacher have received professional development on behavior management systems.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Culture for Learning:

Score

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.

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Mindful practice exercises are used daily with all age groups in classrooms and recess. Class meetings and "pop check ins" are used to gauge the emotional well being of students. CHAMPS strategies are practiced by all teachers and staff. Guided reading is used to meet the individual needs at all students' instructional level in literacy to ensure academic rigor. Students use rubrics for self assessment, editing, and revision to encourage autonomy in writing.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

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.

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Hendricks provides a high level of positive interactions with students as indicated by the decrease in misconducts and mentors in the building. Students with high levels of need have teacher mentors and an intervention specialist with whom they check in regularly. Staff interactions with students are guided by the CHAMPS methods school wide. Teachers attend professional development sessions to master CHAMPS strategies. Second Step curriculum is used in all classrooms to promote social emotional learning.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

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Extra-curricular activities include: Saturday basketball, beginner concert band, Intonations music education, tap dance, fitness boot camp, basketball boot camp, High School and Beyond high school readiness boot program. Tutoring programs include: Fellowship Missionary Baptist Church, and reading and math tutoring for first through eighth grade. 5 essentials survey is completed by all students and results are analyzed by teachers and staff to assess the students' needs. After school Science Fair support and after school math matters provide rigorous academic experiences.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ MVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Evidence regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS 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

Hendricks uses the strategies of C.H.A.M.P.S to help keep Classroom and transition incidents throughout the building to a minimum. Students are aware of what transition and classroom behavior should be at all times. The Hendricks Moto is " Be Safe. Be responsible. Be respectful. Be Kind". Which is displayed throughout the building. Student logger helps track incidents and behaviors throughout the Building. The intervention specialist is easily able to view incidents through student logger .Students with social and emotional behaviors are referred to our clinical staff for extra support.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Teachers and staff use Student Logger to maintain records of student behavior. Teachers use a restorative approach to behavioral deficits. Well being checks are conducted by intervention specialist daily. Social Emotional Learning standards are used by all teachers. Second Step curriculum is practiced by all teachers. Teachers and staff have been trained in the CHAMPS behavioral management strategies.

Guide for Restorative Approaches to Discipline

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

incidents.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ 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.

Parent Advisory Council meets every month. Parent Newsletters are sent home by teachers in every classroom. The school website informs parents about events at school and other important information. Parents are encouraged to actively participate in their children's academic, social, and emotional learning process. Parents chaperone field trips. Parents participate in Field Day activities. Parent-teacher conferences take place at the end of the first and third quarter. Communication with parents is evident in Student Logger for proactive concerns as well as positive reinforcement.

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	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1	2	3	4	5	⊗
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3 Expectations for Quality & Character of School Life: Safety & Order

1	2	3	4	5	⊗
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Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Based on the current enrollment, mobility rate each year, students transfer in low based on our screener assessments. The MOY 18 indicates 41.7 % of students are at their RIT which is 13.7% down from last year's MOY 17 at 55.4%. Again, given there are many new students I anticipate a minimum of 2% growth.	83.00	91.00	93.00	95.00	97.00
National School Growth Percentile - Math					
Based on the current enrollment, mobility rate each year, students transfer in low based on our screener assessments. The MOY indicates 30% of students have met their RIT which is 2.3% down from last year's MOY 17. Again, given there are many new students I anticipate a minimum of 3% growth.	95.00	80.00	83.00	85.00	87.00
% of Students Meeting/Exceeding National Ave Growth Norms					
The EOY 17 progress of 61.70 of students meeting/exceeding to 65.10% for EOY 18 we anticipate a minimum of 2% growth. Our stable students based on the current enrollment and attendance rate,	61.70	65.10	67.10	69.10	70.00
African-American Growth Percentile - Reading					
Based on the majority of my population, mobility, and students scoring low on our screener assessments. The MOY 18 indicates 27.9% of students have met their RIT which is 24.1% down from last year's MOY 17 which was at 52.0%. Given there are many new transfers with needs for tier 2 and 3 instruction and attendance concerns in the 4th grade this year I anticipate maintaining our 92% growth percentile.	86.00	92.00	92.00	94.00	95.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
Given my high mobility, my diverse learner population is over 43% and continues to grow each year. Student transfers are high in this area with students transferring in affected by trauma and well below national average.	95.00	78.00	78.00	80.00	82.00
African-American Growth Percentile - Math					
Based on the majority of my population, mobility, and students scoring low on our screener assessments. The MOY 18 indicates 30% of students have met their RIT which is 2% down from last year's MOY 17 which was at 32.3%. Given there are many new transfers with needs for tier 2 and 3 instruction and attendance concerns in the 3rd-8th grade this year, I anticipate we will reach our 82% growth percentile.	96.00	80.00	82.00	85.00	87.00
Hispanic Growth Percentile - Math					

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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Diverse Learner Growth Percentile - Math

Given my high mobility, my diverse learner population is over 43% and continues to grow each year. Student transfers are high in this area with students transferring in affected by trauma and well below national average.	98.00	86.00	50.00	78.00	70.00
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National School Attainment Percentile - Reading (Grades 3-8)

Based on the majority of my population coming from CHA where families are placed, provided shelter or doubled up, the mobility rate at Hendricks is high 18.6% (???) and chronic truancy of 54.2%. With well over third of the school transferring in and out every year, there brings many challenges. Students are entering several years behind as indicated on the screener assessments and NWEA data. Many new transfers are in need of an IEP which factors in to attainment. My unstable population and concerns with attendance, I anticipate increasing by 5% over the next two years.	29.00	30.00	30.00	35.00	40.00
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National School Attainment Percentile - Math (Grades 3-8)

Based on the majority of my population coming from CHA where families are placed, provided shelter or doubled up, the mobility rate at Hendricks is high 18.6% (???) and chronic truancy of 54.2%. With well over third of the school transferring in and out every year, there brings many challenges. Students are entering several years behind as indicated on the screener assessments and NWEA data. Many new transfers are in need of an IEP which factors in to attainment. My unstable population and concerns with attendance, I anticipate increasing by 5% over the next two years.	35.00	24.00	30.00	35.00	40.00
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National School Attainment Percentile - Reading (Grade 2)

For the past three years, there has been high instability and mobility every year in my primary department with both teachers and students. I have twelve second graders with seven students that transferred in this year. Four have IEPs and three are in need of screening. This year I obtained a full day preschool and secured a second grade teacher.	26.00	6.00	10.00	30.00	40.00
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National School Attainment Percentile - Math (Grade 2)

For the past three years, there has been high instability and mobility every year in my primary department with both teachers and students. I have twelve second graders with seven students that transferred in this year. Four have IEPs and three are in need of screening. This year I obtained a full day preschool program and secured second grade teacher.	2.00	3.00	10.00	30.00	40.00
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% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00	0.00
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Average Daily Attendance Rate

Although our attendance has continued to increase for the past three years, 2014-92%, 2015- 92.8, 2016-93.4%, we have not made it to meeting the districts goal of 95% With our high mobility rate and low-socio economic neighborhood, my attendance continues to be a focus and necessary as WE in still the importance for being present everyday. Free and Reduced 98.7%	93.00	94.00	94.50	95.00	95.00
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My Voice, My School 5 Essentials Survey

Hendricks is located in an area where students do not feel safe walking to and from school. Many of my students experience trauma and violence This impacts the school day, every day. We scored low in this area and strive to maintain a calm culture. Hendricks has been well organized for the past three years.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

6 of 6 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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OSS per 100 (all students)

The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100.

The goal is to reduce this metric by at least 7% annually for SY18-20.

8.30

3.33

3.40

3.16

2.94

OSS per 100 (Diverse Learners students only)

The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100.

The goal is to reduce this metric by at least 14% annually for SY18-20.

23.03

4.00

4.16

3.58

3.08

OSS per 100 (African American students only)

The number of out-of-school suspensions per 100 students for African American shows the number of reported incidents for African American that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled African American students and then multiplying that figure by 100.

The goal is to reduce this metric by at least 7% annually for SY18-20.

8.63

3.60

3.67

3.41

3.18

% of Group 3 Misconducts Routed to OSS

This metric indicates the number of times (reported as a percent) a school assigns an out-of-school suspension to a student for their involvement in a Group 3 incident from the Student Code of Conduct. Whenever possible, interventions and consequences that do not exclude the student from their regular educational schedule should be attempted. The rate is calculated by taking the number of Group 3 incidents that result in an out-of-school suspension and dividing it by the total number of Group 3 incidents and then multiplying that figure by 100.

The goal is reduce this metric by at least 60% for SY18-19 and another 40% for SY19-20.

12.12

4.00

4.16

1.66

1.00

Serious Misconducts (Group 4-6) per 100

The number of serious misconducts per 100 students shows the number of reported SCC Group 4, 5, or 6 incidents reported for every 100 students at the school. This helps account for schools of different sizes when considering how frequently serious misconducts occur at the school, and makes it possible to make school level comparisons. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. The rate is calculated by taking the number of Group 4, 5, and 6 misconduct codes assigned to students and dividing it by the total number of enrolled students and then multiplying that figure by 100. NOTE: This number may be higher than anticipated as sometimes multiple Group 4, 5, and 6 violations of the Student Code of Conduct may be assigned to a signal incident.

15.72

4.58

5.04

4.53

4.08

The goal is to reduce this metric by at least 10% annually for SY18-20.

3-8 On Track

To ensure students are prepared to succeed in high school, Network 9's goal is for each elementary school to increase their 3-8 On Track Rate 30% to the 2020 SY.

(Blank)

50.00

55.00

61.00

63.00

Strategies

Strategy 1

If we do...

Monitor students who do not meet grade level benchmarks and provide interventions based on their targeted and intensive instructional plan, while monitoring their attendance. Target social emotional learning and provide intervention, counseling and additional support for students in tier 2 and 3.

...then we see...

* Small group and differentiated instruction that is evident in all classrooms. There will also be, an increase in student attendance and on track data.

* a decrease in the percentage of behavioral infractions (misconducts) of targeted students.

...which leads to...

* Improved student attendance by 1%.
* Increased academic growth in reading and mathematics on the NWEA standardized assessment test by 5%.
*Decrease in the percentage of misconducts by 1%.
*Development of quarterly action plans that address the needs of all learners through small instruction.

Tags:

Multi-tiered support systems

Area(s) of focus:

1

Action step

Development of quarterly action plans that address the needs of all learners through small group instruction.

Responsible

Classroom Teachers
Administrator

Timeframe

Sep 7, 2018 to
Jun 14, 2019

Status

On-Track

Academic learning, Analyze data, Academic achievement, Academic interventions, Academic supports, Academic gains, 1 guided reading, After school program

Identify students that do not meet their beginning of the year and middle of the year growth targets on the NWEA and provide extra support. Teachers will create flexible small groups in the classroom for reading and math. NWEA Screening Assessment will be utilized when students transfer in throughout the year.

Classroom teacher
Administrator

Sep 7, 2017 to
Jun 14, 2019

Not started

Academic support, Academic performance, Afterschool activities, 1 guided reading

Identify pupils who are off track due to attendance and performance. Provide supports for students: tutoring, intervention, phone calls, incentives, conferences with parents. Monitor students who are off track based on grades (below a C in math and reading) in gradebook and attendance percentages falling below 95% recorded in IMPACT weekly. Institute school-wide incentive programs for individual/classroom attendance.
 Use progress monitoring data to track the effectiveness of interventions and student response to interventions.
 Use progress monitoring data to track the effectiveness of interventions and student response to interventions.

Classroom Teachers
 Attendance Team
 Administrator

Sep 7, 2018 to
 Jun 14, 2019

Not started

Attendance, At risk, Behavior mtss, 2nd step vocabulary

Identify at-risk students and provide universal SEL instruction/strategies to promote a positive school climate where all students' social emotional growth is being addressed: PBIS/Second Step/Mindful Practices/CHAMPS
 Staff engage in restorative practices
 Establish a peace center in the school to be led by the counselor and ESPs
 Support from Youth Intervention Specialist with restorative practices, improving attendance, home visits
 Utilize student logger to track behavior infractions and communication with parents.
 MTSS behavior and academic referral system being developed.

Classroom Teacher
 Dean of Students
 School Counselor
 Case Manager
 Ancillary Staff
 Administrator

Sep 7, 2018 to
 Jun 14, 2019

Not started

Targeted interventions, Behavior incentive, Restorative conversations, 2nd step vocabulary, Appropriate behaviors

Utilize NWEA screener for students who transfer in throughout the school year.
 Students will be placed on a tier and teachers will implement strategies to work with identifying students
 Student work samples *
 Individual student interest surveys and goals for the year to be established
 Teachers will hold data conversations concerning the surveys and goals.

MTSS team,(i.e. youth intervention specialist, computer science teacher, administration, counselor, and a teacher)

Sep 7, 2018 to
 Jun 14, 2019

Not started

Academic supports, Analysis of data, Academic interventions, Accommodations

Establish a student advisory council to promote student agency.

Counselor,
 classroom teachers,
 and ancillary staff.

Oct 1, 2018 to
 Jun 14, 2019

Not started

Collaboration, Agency, Student agency, Student advisory, Agency authority identity

Strategy 2

If we do...

Provide opportunities for students to persevere through productive struggle and convey high expectations for all students across the curriculum

...then we see...

- * Students engaged in rich conversation about a topic in all learning environments
- * High quality authentic student work displayed in classrooms and corridors
- * Project based learning across the curriculum
- * Students discussing complex texts across the curriculum
- *Small group work
- *Differentiated instruction in the classrooms on a regular basis

...which leads to...

- * 5% increase of students meeting attainment
- * Students analytically engaged in rich collaborations across subject areas
- * Quarterly projects in each discipline
- * A showcase of authentic student work displayed throughout the building

Tags:
 21st century skills, Accountable talk, Acceleration, Attainment, Complex texts, Academic language, Academic achievement, Higher order thinking

Area(s) of focus:
 2

Action step	Responsible	Timeframe	Status
Develop lesson plans that include a project based lesson for each quarter in all disciplines.	Classroom Teachers Ancillary Staff	Sep 7, 2018 to Jun 14, 2019	Not started
21st century skills, Performance tasks, Academic rigor, Complex texts			
Create learning opportunities that encourage students to provide concrete evidence to support statements, thinking and arguments with analysis in all subject areas. Incorporate and make use of real world problems in all subject areas.	Classroom Teachers Ancillary Staff	Sep 7, 2018 to Jun 14, 2019	Not started
Accountable talk, Academic rigor, Activities			
Establish group goals for effective collaborative learning and build trust as well as open communication. Develop and display sentence stems/frames for higher level discussion in the classrooms and how to disagree respectfully.	Classroom Teachers Ancillary Staff	Sep 7, 2018 to Jun 14, 2019	Not started
Accountable talk, Classroom discussions, Academic language, Academic experience			
Planning with technology incorporating in research projects and lessons to enhance critical thinking and 21st century skills. Kindergarten -8th grade students receive instruction in computer science education.	Classroom Teachers Ancillary Staff	Sep 7, 2018 to Jun 14, 2019	Not started
21st century skills, Classroom rigor, Authentic tasks, Academic rigor, Arts and technology			
*Vision for math shared with teachers at the beginning of the year. Teach for robust understanding in mathematics with an emphasis on cognitive demand from TRU Dimension. Engage students with important mathematical ideas, and discussions that allow for them. Teacher will use 5 practices for orchestrating productive math discussions. Use of mathematical task analysis.	Classroom Teachers Ancillary Staff	Aug 27, 2018 to Jun 21, 2019	Not started
Cognitive demand, Math talks, Academic rigor, Critical thinking, Math standards, Three-reads			
*The staff purposely examines student work during grade level collaboration to ensure alignment to standards. *Use "Looking At Student Work" protocol . *Utilize the professional book 'Learning Along the Way' by Diane Sweeney.	Administration and classroom teachers	Aug 27, 2018 to Jun 21, 2019	Not started
Student work, Teacher collaboration, Student work protocol, Professional learning			
After school collaborative sessions Domain 1 - planning and preparation with principal and ILT team. Professional development after school in math and literacy. Implement professional learning cycle.	Administration & ILT	Aug 27, 2018 to Jun 21, 2019	Not started

Strategy 3

If we do...

develop a system of balanced assessments and grading that is consistent throughout the school.
* Create pathways and informed decisions about assessments
-evaluate student needs
-identify resources and plans
-establish intentional teaching and learning

...then we see...

common grading and well designed classroom assessment that will help teachers measure student progress throughout the school year

...which leads to...

*A balanced system that effectively measures the depth and breadth of student learning of student learning and monitors student progress towards college and career readiness which will lead to an increase of on-track data by 10%.
*Actionable data to inform planning for instruction, academic support and resource allocation.

experiences
-monitor student progress and teacher effectiveness

Tags:
Assessment, Grading, Grade system, Assessment design, Grading scale

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Develop a grading system which is consistent in grades first through eighth. Adhere to kindergarten grading policy. *Professional Grading Standards and Grading Practices Guidelines for Chicago Public School Teachers.	Classroom teachers, administrator	Aug 27, 2018 to Jun 21, 2019	On-Track

Grading, Grading policy, Consistency, Grading scale

*Create formative assessments and determine instructional effectiveness. *Utilize Think Cerca , Smarty Ants, and other ELA technology tools and materials to assess growth of students.	Teachers, Administrator and ILT	Jul 9, 2018 to Jun 21, 2019	On-Track
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Diverse Learners, Assessment, Curriculum Design, Common core, Differentiated assessment

Develop summative literacy assessments that are aligned to standards by each grade during grade level collaboration and after school. Utilize the summative assessments from the Envision's reading and math programs and develop additional literacy summative assessments that are aligned to standards by each grade level during grade level collaboration and after school.	Teachers and administration	Aug 27, 2018 to Jun 21, 2019	On-Track
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Common core, Assessment design, Differentiated assessment, Curriculum development, Common assessments

*Professional Readings that have been covered and will be revisited.	teachers and administration	Aug 27, 2018 to Sep 28, 2018	On-Track
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Assessment design, Grading policy, Grading standards

Create an assessment calendar.	Teachers and Principal	Aug 27, 2018 to Nov 30, 2018	Not started
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Assessment calendar

Action Plan

Strategy 1

ON-TRACK

Development of quarterly action plans that address the needs of all learners through small group instruction."

Sep 07, 2018 to Jun 14, 2019 - Classroom Teachers Administrator

Status history



ON-TRACK Oct 01, 2018 Evidence

NOT STARTED

May 21, 2018

Evidence

* Teachers complete data action plan in reading and math by the second week of each quarter. Small/Flexible groups are evident in all classrooms daily. *Daily posted schedules identify time allotted for small groups. *Small group focus is identified in weekly lesson plans.

NOT STARTED

Identify students that do not meet their beginning of the year and middle of the year growth targets on the NWEA and provide extra support. Teachers will create flexible small groups in the classroom for reading and math. NWEA Screening Assessment will be utilized when students transfer in throughout the year."

Sep 07, 2017 to Jun 14, 2019 - Classroom teacher Administrator

Status history



NOT STARTED

May 21, 2018

Evidence

*Data action plans prepared by classroom instructors using the NWEA scores, classroom assessments and curriculum based assessments. * After-school intensive support programs in reading and mathematics. Flexible & Small groups and centers throughout the day. Students using the learning continuum, computer programs, manipulatives, and reading text at their instructional level

NOT STARTED

Identify pupils who are off track due to attendance and performance. Provide supports for students: tutoring, intervention, phone calls, incentives, conferences with parents. Monitor students who are off track based on grades (below a C in math and reading) in gradebook and attendance percentages falling below 95% recorded in IMPACT weekly. Institute school-wide incentive programs for individual/classroom attendance. Use progress monitoring data to track the effectiveness of interventions and student response to interventions. Use progress monitoring data to track the effectiveness of interventions and student response to interventions."

Sep 07, 2018 to Jun 14, 2019 - Classroom Teachers Attendance Team Administrator

Status history



NOT STARTED

May 21, 2018

Evidence

Attendance goal will increase by 1 percent for the school year. Student Growth on NWEA assessments, fluency snapshots, classroom assessments. Grades in reading and math increase "C" On track data increase EOY 70 %

NOT STARTED

Identify at-risk students and provide universal SEL instruction/strategies to promote a positive school climate where all students' social emotional growth is being addressed: PBIS/Second Step/Mindful Practices/CHAMPS Staff engage in restorative practices Establish a peace center in the school to be led by the counselor and ESPs Support from Youth Intervention Specialist with restorative practices, improving attendance, home visits Utilize student logger to track behavior infractions and communication with parents. MTSS behavior and academic referral system being developed."

Sep 07, 2018 to Jun 14, 2019 - Classroom Teacher Dean of Students School Counselor Case Manager Ancillary Staff Administrator

Status history



NOT STARTED

May 21, 2018

Evidence

CHAMPS strategies and Second Step Curriculum are provided daily throughout all classrooms and the school. Positive Behavior Intervention Strategies posted throughout the building. Suspensions and office referrals will drop by 2 percent.

NOT STARTED

Utilize NWEA screener for students who transfer in throughout the school year. Students will be placed on a tier and teachers will implement strategies to work with identifying students Student work samples * Individual student interest surveys and goals for the year to be established Teachers will hold data conversations concerning the surveys and goals."

Sep 07, 2018 to Jun 14, 2019 - MTSS team, (i.e. youth intervention specialist, computer science teacher, administration, counselor, and a teacher)

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

Goals for the year at the quarter 1, 2,3, Surveys and Goal sheets * Create a form or protocol for new students to go through with teachers and staff.

NOT STARTED

Establish a student advisory council to promote student agency."

Oct 01, 2018 to Jun 14, 2019 - Counselor, classroom teachers, and ancillary staff.

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

* Monthly meetings with student leaders to make decisions related to the advancement of the school

Strategy 2

NOT STARTED

Develop lesson plans that include a project based lesson for each quarter in all disciplines."

Sep 07, 2018 to Jun 14, 2019 - Classroom Teachers Ancillary Staff

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

Lesson plans will include a specified project for each quarter.

NOT STARTED

Create learning opportunities that encourage students to provide concrete evidence to support statements, thinking and arguments with analysis in all subject areas. Incorporate and make use of real world problems in all subject areas."

Sep 07, 2018 to Jun 14, 2019 - Classroom Teachers Ancillary Staff

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

Classroom Discourse and student work posted around the school that are authentic and reflect a high level of rigor. Current event and reading of complex text. Student work reflective of current world issues.

NOT STARTED

Establish group goals for effective collaborative learning and build trust as well as open communication. Develop and display sentence stems/frames for higher level discussion in the classrooms and how to disagree respectfully."

Sep 07, 2018 to Jun 14, 2019 - Classroom Teachers Ancillary Staff

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

*Collaborative & Conversation protocols posted in every classroom for effective group discussion. * Flexible groupings composed of heterogeneous and homogeneous learners based interest, RIT level, instructional and independent. *Sentence stem starters

NOT STARTED

Planning with technology incorporating in research projects and lessons to enhance critical thinking and 21st century skills. Kindergarten -8th grade students receive instruction in computer science education."

Sep 07, 2018 to Jun 14, 2019 - Classroom Teachers Ancillary Staff

Status history



NOT STARTED

May 21, 2018

Evidence

*Lesson plans will reflect use of technology integration. * Students using chromebooks and computers to utilize ThinkCERCA and Discovery Education in grades 4-8. .

NOT STARTED

"Vision for math shared with teachers at the beginning of the year. Teach for robust understanding in mathematics with an emphasis on cognitive demand from TRU Dimension. Engage students with important mathematical ideas, and discussions that allow for them. Teacher will use 5 practices for orchestrating productive math discussions. Use of mathematical task analysis."

Aug 27, 2018 to Jun 21, 2019 - Classroom Teachers Ancillary Staff

Status history



NOT STARTED

May 21, 2018

Evidence

*Use of common core math standards and the TRU dimension -Cognitive Demand. *Math Talks, Three Reads and activities that allow for *Students suggesting other ways to solve problems or solutions. *Students critiquing and sharing reasoning. *Multiple opportunities to solve problems and to share thinking in classroom. *Students taking notes in math journal

NOT STARTED

"The staff purposely examines student work during grade level collaboration to ensure alignment to standards. *Use "Looking At Student Work" protocol . *Utilize the professional book 'Learning Along the Way' by Diane Sweeney."

Aug 27, 2018 to Jun 21, 2019 - Administration and classroom teachers

Status history



NOT STARTED

May 21, 2018

Evidence

*Analyze student work during grade level collaboration using protocol. Grade level time devoted to examining student work, book study, and professional articles.

NOT STARTED

After school collaborative sessions Domain 1 - planning and preparation with principal and ILT team. Professional development after school in math and literacy. Implement professional learning cycle."

Aug 27, 2018 to Jun 21, 2019 - Administration & ILT

Status history



NOT STARTED

May 21, 2018

Evidence

*Planning and preparation with team approach Task that are reflective of shifts in mathematics and literacy. *Use of complex text and software programs for learning. *Students citing evidence from text. Students writing across disciplines.

Strategy 3

ON-TRACK

Develop a grading system which is consistent in grades first through eighth. Adhere to kindergarten grading policy. "Professional Grading Standards and Grading Practices Guidelines for Chicago Public School Teachers."

Aug 27, 2018 to Jun 21, 2019 - Classroom teachers, administrator

Status history



ON-TRACK

Sep 04, 2018

Evidence

At the beginning of the school year clear and consistent grading system was put in place for grades first through eighth. This grading system is located in the staff handbook as a reference for all teachers.

NOT STARTED

May 21, 2018

Evidence

* School grading policy, category, scale and weights in Gradebook that is uniformed consistent across all grade levels.

ON-TRACK

*Create formative assessments and determine instructional effectiveness. *Utilize Think Cerca , Smarty Ants, and other ELA technology tools and materials to assess growth of students."

Jul 09, 2018 to Jun 21, 2019 - Teachers, Administrator and ILT

Status history



ON-TRACK

Sep 04, 2018

Evidence

At the beginning of the year each teacher used formative assessments to drive instruction in reading and writing. Teachers use Think Cerca and SmartyAnts to monitor the growth of their students with ELA skills.

NOT STARTED

May 21, 2018

Evidence

*Unit assessments in the core curriculum areas aligned to the common core standards. *Use of Five week benchmark assessments in reading and math *Department and grade level teams evaluating student progress each quarter.

ON-TRACK

Develop summative literacy assessments that are aligned to standards by each grade during grade level collaboration and after school. Utilize the summative assessments from the Envision's reading and math programs and develop additional literacy summative assessments that are aligned to standards by each grade level during grade level collaboration and after school."

Aug 27, 2018 to Jun 21, 2019 - Teachers and administration

Status history



ON-TRACK

Oct 01, 2018

Evidence

Summative assessments are reflected in Gradebook.

NOT STARTED May 21, 2018
Evidence
*Literacy assessments that are aligned to common core standards

ON-TRACK
*Professional Readings that have been covered and will be revisited."

Aug 27, 2018 to Sep 28, 2018 - teachers and administration

Status history



ON-TRACK Aug 27, 2018
Evidence
Professional readings have been covered, reviewed and discussed during staff meetings and weekly grade level meetings.

NOT STARTED May 21, 2018
Evidence
A variety of teacher created assessments and multiple ways to assess students

NOT STARTED Create an assessment calendar."
Aug 27, 2018 to Nov 30, 2018 - Teachers and Principal

Status history



NOT STARTED May 21, 2018
Evidence
Assessment Calendar

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Hendricks Community Academy to create a community of learners, by providing a challenging and rigorous core curriculum that promotes critical thinking, integrating technology, and fine arts. This will be accomplished through a strong partnership between staff, students, parents and community in an environment where students are safe, peaceful, respectful and responsible for their actions. Parents will have many opportunities to become partners in their child's education. Parents will be able to attend PAC and LSC meetings. There will be Open Houses, report card pick-up, parents meetings, and student programs quarterly.

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 Annual Title I meeting will be held on Tuesday, September 18, 2018. The Organizational meeting will be held on October 16, 2018. The entire Title I programs will be explained in detail and made available to the parents and community. The future PAC meetings will be held on alternative times and places to accommodate parents who may be working or in school. Each Thursday, students will bring home Thursday folders filled with information about the school and many parent activities along with notification of the PAC and LSC meetings. The PAC and LSC meetings will be posted outside on the marquee, bulletin board, calendar inside of the school and flyers posted on the doors. There are continuing efforts to keep parents informed and updated on ways to get involved.

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.

Hendricks Community Academy will make it a priority to involve parents in Parent Advisory Council meetings to formulate suggestions and participate in the decisions involving their children. Parents will also have opportunities to engage in informative conversations and receive valuable information through training/consultants all of which is geared towards enabling parents in the educational process of their children.

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.

During report card pick-up in November, each parent will receive their child's performance on the State Assessment in language arts, math, and science where applicable.

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.

Parent receive the "Right to Ask" form from the Office of Talent Assessment and Compliance in September. The parents who would like to get a letter stating the qualifications for their child's teacher will receive it in January.

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.

In September 2018, there will be a meeting informing parents and guardians about the curriculum, the academic assessment tools and how to interpret the information. Notices will go to parents allowing them ample time to rearrange their schedules. If needed, there will be another meeting to accommodate parents with conflicting schedules.

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.

Every month at the Parent Advisory Council meeting, a focus on academics, literacy, math, science and technology will be presented to parents. Parents will receive monthly information from teachers on how they can assist their children with their work in literacy, math, science and social studies. Computer training is also made available to parents 3 days a week to aid in their growth with technology.

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.

Each month the school will provide a monthly newsletter to every parent. In October 2018, parents will receive the 2018-2019 Hendricks Community Academy Handbook. Each teacher will communicate with parents through a monthly newsletter. The newsletter will be posted online for easy access for some parents. Teachers are available for conferences during their daily breaks.

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.

Education for all parents and guardians is paramount for the parents of Hendricks Community Academy. Head Start parents will have monthly meetings beginning September 2018 to further encourage and support all parents.

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.

Hendricks Community Academy will ensure that we have letters for parents in their native language, if and when needed.

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.)

Hendricks Community Academy strives to create a community of learners. By providing a challenging and rigorous curriculum that promotes critical thinking, integrate technology, and the fine arts. This will be accomplished through a strong partnership between staff, students, parents and community in an environment where students are safe, respectful and responsible for their actions.

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.

Open House, September 2018. Various grade level meetings on dates to be determined. Parent-Teacher Conference will be held in November 2018 and April 2019. Other parent opportunities will be available during the year.

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

The quarterly report cards and mid quarter progress reports will be sent home at designated times. The school will also keep up to date grade books so that the parents can access them on line. Parents are welcome to speak with teachers and administration whenever necessary. Teachers and administration will call parents with any concerns, questions, or positive messages.

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

Parents are allowed to come to meet with teachers 20 minutes prior to the start of each school day, when they make an appointment. They are welcomed to make and appointment with the teacher during the teacher's daily break or after school. Teachers are not able to leave their students to meet with parents unless there is an extreme emergency.

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

Parents are allowed and encouraged to volunteer at Hendricks Community Academy. We welcome parents on field trips and other special events. All parents who want to volunteer must complete the CPS volunteer application.

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

Parents will ensure that their child(ren) has completed their homework and make a point of reading with their child for at least 30 minutes each evening. Parents are always encouraged to be actively engaged in their education. Parents will ensure their child attends school daily with a minimum of 95% attendance rate. We encourage all parents to check parent portal and communicate with teachers regularly during the school year.

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

Parents of children who require any type of intervention will be notified that their child is working with their teacher for extra assistance.

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

Students at Hendricks will complete all tasks given to them by their teachers. The students must be able to practice all work multiple time prior to getting a grade on their grade book. Along with PBIS, students will have the opportunity to create a positive learning environment at Hendricks.

Parent Budget

Complete

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

The violence observed in the community leads to trauma induced maladaptive behaviors being expressed by my students. It has a direct impact on my students' achievement and self efficacy. To support mental health and the social emotional needs of my students, there will be workshops for parents to create awareness and provide resources to support students exposed to trauma, domestic and substance abuse, and gang related issues. This will be done by providing six sessions during the school year. At the beginning of the school year, I plan to provide parents with tools to use at home to support instructional strategies with literacy and math. This will be done quarterly: two sessions on literacy and two sessions on math.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 100 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 300 .00

54125 **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

\$	600	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	522	.00
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<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	0	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	0	.00
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<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

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

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

\$	0	.00
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