



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/27/2016	Entire Team (includes CIWP Leads)	Overview, assignments, review of goals
02/01/2016	Senior Leadership Team	Review SEF
03/09/2016	Senior Leadership Team	Review Priorities and Confirm Goals
03/24/2016	CIWP Team Leads	Reviwe strategy and action step alignment; design roll-out plan
04/06/2016	LSC	LSC Review and Approval
04/07/2016	Hancock Staff	CIWP Review, questions, concerns
04/07/2016	Parent Advisory Committee, Community Members	CIWP review, questions, concerns

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1 2 3 4

If the adults and students in the Hancock community feel that they have had a voice in the development of, and a stake in the execution in a shared collective vision of school excellence, then we collectively will be able to enact a consistent, focused commitment to high expectations for students and staff, which we believe will motivate everyone to continue to push for post-secondary and career success for every student. Students, parents, teachers, community members, Network 8 staff, teachers and administrators met over the summer of 2015-16 to take a close look at our mission and vision statements to consider how the transition of Hancock to selective enrollment might impact these statements (that is on-going and will be revisited at the end of 2015-16 to determine, after experiencing the first year of this change, what adaptations should be made).

Hancock admin meets regularly with a variety of parent and community groups -- our PAC, BAC, Parent Panel and LSC monthly, and we hold informal "Coffee with the Principal" during the first and third quarters (our next is coming up in early March). Hancock also meets quarterly with our Student Council/Student Voice leadership team to discuss issues and collectively resolve conflicts. During 2015-16, we revised our website to increase marketing, developed new materials to address our transition to SE, started school twitter and Facebook pages, trained teachers on how to respond to the media and others as to how they live our mission and vision, as well as continue to use every opportunity to tell the history of the school and the shared vision that has allowed us to move closer to the Hancock of our vision and mission statements. This collective responsibility is a result of teachers holding shared leadership responsibilities across multiple aspects of the school -- at the Senior Leadership, Instructional Leadership, Student Academic Support, department, grade level, course, data, and Start on Time team level (all teacher-led) -- and coaching support is provided to facilitators through our partnership with Network 8 and the University of Chicago's Network for College Success, which means that teacher leadership is distributed, equity of teacher voice is enhanced, and individual teacher capacity in teams is increased. Equity of voice is assured through common vision setting/consensus building activities (twice yearly) and frequent staff surveys, departmental lead facilitation support (Blended Coaching and Fierce Conversations are two such trainings department chairs experience) and focus group feedback on school issues. School leaders' doors are open to teacher concerns and solutions to common problems. Teachers who participate in external PD are allowed time on departmental meeting agendas to share professional learning with peers. Our Start on Time initiative is run by teacher/security teams across all periods to ensure that all students arrive on time for class.

Hancock admin is well-aware of the myriad distractions teachers, students, staff and parents face in this time of financial instability and contentiousness between parties outside the school. We have effectively buffered the Hancock community by providing open, timely communication about our fiscal stability, about our careful management of our resources, both financial and personnel, and have been deliberately transparent as to our actions and intentions prior to making those moves. In the past few years, our MVMS ratings with respect to Involved Families rose from 45 in 2013 to to 83 in 2016. Effective Leadership rose from 45 in 2014 to 71 in 2016, and our program coherence score as a Very Strong 88. In 2016-17, we'll focus on our targeted subgroups (ELs, DLs, and males), the addition of a modified "colloquium" bell schedule, and begin consensus mapping via the diary maps made in 2015-16. These efforts are supported by admin and our NCS coaches and Network 8 ISL.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

If our Instructional Leadership Team is representative of teacher disciplinary knowledge and teaching experience, capable of sustaining two-way feedback to ensure that all faculty are engaged in the design, execution and assessment of the work of quality teaching and learning, and committed to holding themselves as well as their peers responsible for improving school-wide teaching and learning, then teachers' work will become more aligned, more differentiated, and this will increase student achievement. Hancock's ILT provides specific leadership and guidance around the school's Targeted Instructional Area (TIA) -- critical thinking. With the support of the Network for College Success and Network 8 coaching, we have a much stronger ILT that has conducted departmental, ghost, and school-wide learning walks. We completed two Professional Learning Cycles last year (both of which include professional reading, data analysis, "Powerful Practice" PD, two weeks of safe practice, peer observation/feedback, and school-wide learning walk) and are on pace to do the same in 2015-16. This includes regular reflection about team processes and effectiveness, with a continuous improvement process a key element of this work. Hancock's Senior Leadership Team takes on some of the roles of a traditional ILT in that it has ILT leadership on it (as well as leadership of all other school-wide teams), and meets bi-weekly to focus on qualitative and quantitative data to monitor implementation of school curricular plans. Department chairs are responsible for high-fidelity implementation of our Data-Driven Instruction (DDI) cycle across the curriculum (that's our 10-week benchmark assessments). Further, because our department chairs are also our ILT members, we have committed two department meetings a month for ILT purposes (i.e., professional reading, looking at student work, peer observations, modeling effective disciplinary literacy strategies, scoring TIA assessments). This has increased community and full-faculty participation in the work of our ILT, which has helped to increase teachers ownership of ILT goals and outcomes, as noted by admin and department chair pop-in visits. Our focus in 2014-15 (and continues in 2015-16) was to align the work of the ILT to focus on critical thinking through argumentative writing. We conducted three school-wide writing prompts with multiple source texts, a graphic organizer to hold evidence, differentiated by upper- and lower grade levels. This data was analyzed and used to set our SMARTe goals set for 2015-16. We are on pace to do this again in 2015-16, and the results of this data will be used before the end of 2015-16 to set our ILT SMARTe goals for 2016-17.

We will continue our multi-year focus on critical thinking through argumentative writing. Our NCS "How Well Are we Doing Score" showed that NCS felt we were high performing in "Structures for Collaboration and Communication" as well as "Analyzing Data" and practicing for our TIA and Powerful Practices. Our MVMS rating in Collaborative Teachers increased 34 points from 46 in 2013 to 80 in 2016. To support our work with ELs and the acquisition of academic language, we are exploring the creation of Study Groups around our three target areas of DLs, ELs, and boys. This will support several of our 2016-17 goals -- our continuing effort to improve the cultural congruency of our instruction, allows us to provide differentiated professional development by allowing teachers to choose their topic, and by bringing the groups together and teaching each other about what has been learned, increasing staff knowledge multi-fold.

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
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 B5. Supports Teacher Teams

Professional Learning:

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

Score

1 2 3 4

If a school develops an integrated, long-term, job-embedded professional development plan for all staff, and has systems in place to continually monitor implementation for effectiveness, then there should be an increase in teachers' professional learning and effectiveness as measured by REACH Domain Three and admin and department chair pop-in visit's (PQS). Hancock has an integrated, comprehensive PD plan that includes our Grade Level, SAS, ILT, and SLT meetings, as well as Back-to-School, End of School, and Data Days for all of 2015-16. The creation of an internal Curriculum Coordinator has helped the AP of Teaching and Learning provide support to department chairs to facilitate these efforts. Flex PD is used to ensure attendance at grade-level team meeting. All teachers have common planning time; all teachers meet in departments weekly. To maximize in-school time, we have used teacher drop-in sessions to support teachers in 40 minute brownbag session on topics from changes in gradebook systems, PARCC preparation for both ELA and math implementation, best practices in REACH Domains 1-4, to the use of library resources. These are offered as options during teachers' prep. While these have had some impact, not everyone can attend. In 2017, we will pilot podcasts placed on our website for some of these learning opportunities, where applicable, through the use of our recently completed Distance Learning Lab. Further, we have moved to a seminar structure for our School Improvement Day PD so that teachers have input in the content, the leading of the session, and all teachers have the opportunity sign up on-line for their sessions. They receive personalized agendas, and move to the differentiated content and sessions that best meet their needs.

The change to block scheduling required extensive support in curriculum design, unit and lesson planning, and benchmark assessment in 2014, but this significant challenge was met. Our survey information reflects both staff and student approval of the new bell schedule. Our next challenge will be the implementation of a modified colloquium bell schedule (our CTU approved an "Academic Lab" schedule as is currently implemented at Jones College Prep). We sent teams of teachers and students (where feasible) to visit these schools, met with role-alike peers about how the day is organized, but also learned how the school works (and then brought all that knowledge back). This bell schedule will provide huge flexibility that will allow for differentiated student support (MTSS as well as Advanced Placement), grade level town halls, BAM, WOW, as well as student internships.

All Hancock core teachers have common planning time and meet in regular cycles. All department chairs meet weekly with each other to ensure a coherent approach to team expectations. All departments have common planning, but two teams (Fine Arts and PE) meet bi-weekly before school. Hancock course teams are highly inclusive with our SPED teachers as part of their content course teams -- because some teach across contents, ensuring that they are at every course team meeting has been a challenge, but it is a priority of our scheduler to ensure that the SPED teacher and regular ed teacher have time during the school day to plan. SPED teachers meet monthly after school. Our bi-weekly grade-level teams meet to address the academic and social emotional needs of specific Tier II students. For 2015-16, our focus included the use of protocols for course teams, adherence to a teacher-led data-driven instructional cycle, and to develop interdisciplinary units/lessons. A special focus this year has been our math department, to ensure that comprehensive systems and structures are present to increase course team effectiveness and adherence to school-wide curricular expectations to increase relative flat student achievement results on standardized tests. In the fall of 2015, 82% of 10th grade students met ELA goals on the PSAT; only 29% of math students met math. In 2015-16, we switched to CPS Math instructional units, which focused on the use of MARS tasks and incorporation of math talk, problems of the day, and a greater focus on students' providing evidence to support their thinking. We increased the number of 9th grade students in Honors Geometry, and will offer Honors Geometry to 30 algebra students during the summer of 2016 to increase our 10th grade algebra II sections to four, thus increasing the number of students taking advanced mathematics curricula in junior year.

Our MVMS rating for Collaborative Teachers continues to improve in 2016, from 46 in 2014 to 80. Significantly, our Professional Development score is 99%; Collaborative Practices is 93; Collaborative Responsibility is 75; School Commitment is 73. Most troubling is the much slower growth in Teacher to Teacher trust at 60. We believe the more transparent our systems are, the nuanced and differentiated our in-house professional development is, the more that score will increase.

Next steps -- First, create, implement and measure the effectiveness of a more specifically designed new teacher support system. Provide more effective and timely peer observation/feedback system that goes beyond the department chair and administration; more cross departmental observations, perhaps customized per individual teacher request, once safe practice has occurred. As mentioned above, the purchase of a variety of professional texts on our target areas can also help improve our focus on English Learners and the acquisition of academic language (well beyond the teaching of vocabulary) to support disciplinary literacy across the curriculum (in this case, "Scaffolding Academic Success of Adolescent English Language Learners" by Dr. Aida Walqui).

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
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 3 4

If Hancock carefully aligns its resources (budget, staff, and time) to school priorities, then student achievement should improve, attendance should increase, we should see a bump in college-going, and climate and culture indicators should improve. Hancock has moved to a modified A/B block schedule with most classes 100 minutes long, thus increasing stretches of instructional time, reducing the number of student transitions during the school day, decreasing student behavior issues during transition time, and decreasing the number of classes students and teachers are preparing for each day. During the late winter of 2015-16, Hancock staff and students visited other selective enrollment schools to observe various models of Colloquium, which extended advisory model ("Academic Lab") we will implement in 2016-17 to support our elevated level of instructional rigor while maintaining our extremely positive school climate.

During the past two years, Hancock has faced two extreme budgetary challenges -- the loss of the School Improvement Grant in 2014-15 meant that the school took a 26% budget cut with a reduction of \$2mm per year. We lost seven positions, but were able to hold the instructional core together and manage resources such that student achievement, attendance, and climate and culture did not experience a negative impact. In 2015-16, the school was recently asked to return \$241,088.20 in SBB funds. Because of our forward planning, we had carefully considered the CIWP priorities and school needs, based on our years of experience in the rhythmic cycle of school year spending, another \$139,600 in March, and were able to comply without loss of positions. We were able to do this through our careful use of grants, partnerships, and understanding of the cost associated with school priorities.

Our commitment to continuous improvement goes beyond the budget to the capacity building of our school support staff. During 2015-16, we have begun a system of cross-training school support staff in budget, payroll, and communication systems (marquee, phone blasts) so that all school clerks know how to complete the most essential school tasks, thus removing our reliance on a specific individual to complete specific tasks in a timely manner.

We remain committed to a the highest quality teaching staff possible. Since so much of this depends on the on-going professional development of the teachers we have, we use a combination of strategies to ensure that all students have access to the best possible instruction. During the transition to selective enrollment, we looked at teachers' REACH scores and chose those with the highest scores as well as the most success in teaching 9th grade students for these classes. As we move to year two of selective enrollment, we are facing the challenge of distributing quality teachers at every grade for every content. We have committed to specific professional development for sophomore chemistry, US history, geometry, and English II teachers to ensure that they are learning both from Pre-AP training as well as from the experience of their peers who are teaching 9th grade selective enrollment students now. This shift is a dramatic one and we need our teachers to be as well-prepared as possible. This process has begun in core departments, teachers have signed up for Pre-AP training, and we have already begun to review 2016-17 course documents to ensure quality and adherence to best practices in the teaching of gifted and talented students.

One of the challenges Hancock is facing is that as a result of the quality of our students, the calm and orderly nature of the school environment, and the stability of leadership, teachers do not leave. Our staff is aging. We have made a concerted effort to hire young teachers of color with Spanish or ESL/bi-lingual endorsements, but this continues to be an area of challenge. To improve the likelihood of this happening, we have included our bi-lingual program teacher on all hiring committees.

Finally, Hancock is a careful steward of its university and community partnerships. Our partnership with the University of Chicago's Network for College Success is in its eighth year; our GEAR UP partnership stems from 2009, and our Youth Guidance partnership is from 2011. While there are others, these three are the rock-solid foundation of our success, and the changes experienced at Hancock would not have occurred without their deep and committed involvement. Because of this experience, we are careful with new partnerships. We are excited by our recent teaming with the James Dyson Foundation to support guiding our young men and women of color into the STEAM fields -- their philosophy and priorities align well with ours. So far, so good.

Guide for Aligned Resources

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

- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<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"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

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

1 2 **3** 4

if all students have access to academically rigorous curriculum that inspires students to think critically, respond to complex texts in multiple formats connected to the students' lives outside of school, and represents fully integrated academic and social emotional supports, then student achievement should improve, graduation rates should increase, and more students enroll and succeed in post-secondary outcomes.

In 2008, Hancock's FOT rate was 57%. Last year, with only neighborhood students, that number was 94.1%. There are two significant factors that account for that growth -- our commitment to aligned, rigorous curriculum, and our fully integrated social/emotional and academic supports. An indication of this success is from our MVMS 2016 results, which a Student-Teacher Trust score of 94! Teachers report they expect all students to go to college. Students report certain classes are challenging and "make them think". Students report classes engage them in: revising writing, peer editing, collaborative discussion, and student believe Hancock is preparing them for college.

With our transition to selective enrollment, we serve three cohorts of students: language learners, diverse learners, and advanced learners. If course teams engage in bi-weekly review of student works that address common learning standards, then teachers will discuss whether quality of tasks, instructional practices, and instructional materials/resources are appropriately used for our diverse community of students, and will make needed adjustments to pacing of courses to maximize learning for all students. Hancock teachers engage in weekly collaborative meetings with course teams and department members. We have developed a system in which department chairs serve as members of the Instructional Leadership Team, and engage their teams in professional learning cycles to improve student learning as a result of effective teaching practices. As a department, teachers study and implement our powerful practices to engage students in different levels of thinking in the content area (talking to the text, double-entry journals, and read aloud/think aloud). At the course team level, teachers are charged with reviewing common assessments, identifying key learning standards, understanding essential key content and skills, and creating learning activities with appropriate resources for a diverse community of students. Hancock's curriculum maps incorporate critical components of the UBD framework in that all maps include the essential questions from the teachers' units, as well as standards, content, skills, and assessments. While all teachers have CCSS-aligned curriculum maps, all 9th grade teachers (along with half the faculty on a voluntary basis) have begun the process of revising yearly curriculum maps to smaller, specific chunks of maps or, monthly projected maps, which specify content, skills, assessment, and resources. The goal of revision is for teachers to regularly reflect on the actual skills, content, assessments and resources students explored (diary mapping). The revision process has two major goals: teacher reflection on pacing of courses and alignment of standards from 9th -12th grades. This gradual shift to no regular level classes, and all classes at the honors or college level, means that the alignment of this work to AP standards is crucial. For this reason, we have created an AP team that meets monthly, where AP teachers can plan curriculum alignment professional development for their departmental peers once a month. In this way, we believe that our consensus mapping process of this Spring will allow us to capitalize on this effectively as we complete our back-to-school planning for instruction in the fall. We will also increase the number of students who take Dual Enrollment course work (English 101, 102 and Math 118) through our partnerships with Loyola University and the City Colleges of Chicago.

From the standpoint of disciplinary literacy, we are a Reading Apprenticeship school. 2015-16 is our fourth year; each year we bring on a new cohort of teachers (in 2016-17 we are bringing on 9 more teachers, bringing our current total trained to 25). Our first few cohort RA teachers now serve as trained in-house peer mentors. This grass-roots approach to disciplinary literacy is one of the reasons our reading scores have shown such strong growth (see below). 2015-16 will be the last year we use Achieve 3000 as a support for our regular World Studies and US History classes. The strategic use of this program allowed our below-grade level readers specific support in critical thinking and disciplinary literacy. This contributed to our growth, but we will focus our support for all teachers, not just social science teachers, in talking to the text, using meta-cognitive logs, reciprocal teaching, and creating arguments through reasoned evidence. We have focused on diverse, culturally appropriate texts reflecting many perspectives and voices, as fitting our Democracy School status. (For example, "The Kite Runner" and "In the Time of Butterflies" in English II, and English IV is all Latin authors. We use both fiction and narrative-nonfiction anchor texts in our science and social science classes for instruction, and our world language classes are moving to culturally (and developmentally) appropriate novels to supplement their textbooks. All of this supports our commitment to disciplinary literacy, which is supported by our ACT growth in reading from 15.5 in 2008 to 17.8 in 2015, and our college-ready ACT scores in reading (%20+) from 9.1% in 2008 to 30.1% in 2015, an increase of 21% in seven years!

Set against this success is our low MVMS Teacher-Teacher trust score of 60. When we ask why this is, teachers say they trust their peers, but do not believe that all teachers are pulling their weight. We have created a social committee, have instituted celebrations in quarterly data reviews in various team meetings, but remain concerned. This is an area that needs focused support.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

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"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
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

Instructional Materials:

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

Score

1 2 3 4

If Hancock is committed to following CCSS-aligned curriculum maps, then teacher will select instructional materials that encourage students to interact with written, visual, and auditory text; consequently, students will be able to develop language domains in reading, writing, speaking, and listening. If our school-wide Targeted Instructional Area (TIA) is critical thinking and our powerful practice of disciplinary literacy is evident in all classrooms, then teachers will select instructional resources that connect to our school-wide initiative and meet the needs of all our students, but specifically those in our target areas: language learners, diverse learners, males, and advanced learners. Hancock teachers use a combination of textbooks, standards-aligned materials, teacher-generated materials, and media (online newscasts, websites, videos, blogs, e-books, student writing samples, articles) to ensure students are building common skill (i.e., read and comprehend varying complex text, use text to understand meaning of words, generate and answer varying levels of questions, make a claim and counterclaim, cite and organize appropriate evidence from multiple text, and be able to provide a rationale that connects evidence to claims in addition to specific content knowledge). If teachers regularly review student work, then they will be able to measure the effectiveness of instruction and whether learning activities were appropriate for students to actively practice, perform, and receive feedback on all required skills and demonstrated content knowledge. This process would guide teachers to refine student-centered instructional activities and reflect on the use of resources/supplemental materials used to support the language learner, diverse learners, and advanced learners work in whole-class instruction, small-group instruction or independent learning. This will remain a focus in 2016-17.

All course teams use common planning time to select appropriate instructional materials that are aligned with CCSS. Course teams select from a variety of text with a focus on implementing varying levels of complex, non-fiction text (such as primary and secondary sources in social science, the use of fiction and non-fiction narrative anchor texts in science, social science and world language classes, Latino literature in English IV, diverse, multi-cultural texts -- novels, plays, poetry, etc. in English I and II). Teachers regularly partner with universities and attend professional development to enrich instructional practices and classroom strategies. Consequently, teachers keep abreast of new instructional materials/resources for our evolving 21st century learners. This knowledge is shared via Hancock's prioritization of peer professional development during district-wide PD days and department meetings.

Spanish-speaking ELs are provided a TBE program that includes instruction in native language. Other ELs are provided TPI program that includes highly qualified ESL teachers to support English acquisition. The EL teacher participates in quarterly professional development which allows her to keep informed of the latest curriculum and supplemental resources designed for EL students. She works with departments on the inclusion of language as well as content standards in the curriculum maps and unit plans, and sits on hiring committees to support a more culturally congruent teaching staff.

Our next steps are to refine our textbook selection process and implement computer software for small group/individualized instruction. Our department chairs have reviewed various textbook selection criteria, and we have begun a five-year textbook adoption model, in which all curricular materials will be reviewed every five years for replacement. While we are in the process of major curriculum expansion (we added nine new classes in 2015-16), and have new texts for 9th and 10th science, 9th grade world studies, AP computer science, AP psych, and some new texts for English I, we have three different math textbooks and our world language texts are from 2006. Our textbook adoption cycle starts with these two areas in 2016-17, in addition to the six new honors and AP courses we are rolling out (AP world, 10th grade US history, Process of Engineering Design, Law and Public Safety II, English II, and AP Environmental). This reflects a curriculum expansion/revision of 15 courses in two years.

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

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

If Hancock expects students to have the necessary skills and content knowledge to persist in college, teachers need to have established high expectations for all learners and ensure the classroom learning environment, while challenging, offers scaffolded support. Hancock's learning environment supports students to process new information, apply new concepts and skills to a variety of situation through project-based learning and/or performance assessments. Over the past 3 years, teachers have worked to refine their common 10 week assessments (our MVMS Collaborative Practices score was 93). Hancock's learning environment fosters collaboration so that most students are able to explain their understanding of concepts and new information to peers and teachers. Most teachers continue to create learning opportunities that requires students to move through Bloom's Taxonomy with different levels of knowledge, comprehension, application, analysis, synthesis, evaluation. Based on REACH observations, informal PQS observations and school-wide learning walks, in a typical Hancock classroom students attempt to generate different levels of questions during whole or small group discussion, students are given assessments that include a range of questioning, some teacher acts as facilitator as students engage in Socratic Seminar/Fishbowl, students in some classes lead discussions and cite textual evidence to support their stance, and most students read text daily and respond with evidence in nearly every class, Finally, in many classrooms students revise their work based on teacher and student feedback as well as construct a hypothesis, test hypothesize, record data, and evaluate data.

If Hancock is to build the qualities of perseverance in Hancock students, then ALL teachers need to ensure learning activities are aligned to standards, and learning objectives are clearly communicated to students, so students understand the purpose of learning. ALL Hancock students are able to explain what they are learning, and how that learning is relevant to them, and they can also articulate how that learning can be applied in useful ways. Admin used 2015-16 to learn about Depth of Knowledge, and how that can support but not supplant the systems we have already built. Our ILT looking at this to determine how DoK can support our Targeted Instructional Area (TIA), critical thinking. We believe it can, but want to move with the faculty as full partners. Because our department chairs are also members of our ILT, this provides opportunities for this to impact instruction in several ways -- in the math department, for examples, teachers provide DoK question stems for students to support deeper and more effective student generated questions when using literacy strategies such as Reciprocal Teaching in the math classroom. Expanding and deepening these efforts is our work in 2016-17.

Students report they are required to revise writing, edit with peers, discuss reading, study author's purpose, read non-fiction, and recognize significance of figurative language. Students provide specific feedback about what they would like to see in classes: be able to create, explain/discuss, apply to real-life, be able to engage in complex problem-solving. This indicates the work of our Instructional Leadership Team and our alignment to CCSS have been effectively implemented in most classrooms. Our next step is to ensure both teacher questioning improves and students have more opportunities to engage in student-centered collaboration around performance tasks that are grounded in real world problems.

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 ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

If Hancock expects all students to leave high school with a post-secondary plan, then all stakeholders must be part of building a college-going culture. Weekly data deck indicates college acceptance is 99% in mid-February (we have been at 100% for the past four years). FAFSA completion is at 80% (90% of those students who are SSN eligible), an increase of 1.8% from 2015. Since CCSR states that more than 50% of students with GPAs of B or better graduate from college in four years, then we at Hancock use the "Bs or Better" metric to determine how well we are preparing our students for college. In 2014, 26% were at B or Better, and that rose to 45.4% in 2015. Currently, we are at 45.8% of our student body with Bs or Better. Our 2015 SQRP data indicated our 4 year cohort graduation rate was 81.2% while 25.6% of our graduates earned early college and career credentials through dual enrollment or advanced placement course offerings (down slightly). This year, 39.9% of students enrolled in courses that provided early college credit. College enrollment for the class of 2014 was reported at 62.5, up from 49.8% in 2013. Our college persistence rate for the class of 2013 was 67.3%. Our daily attendance for 2014-2015 was 90.7% (up from 88.4% in 2014, and up 12.5% from 78.2 in 2011). We are at an all-time high this late in the year of 91.3%. In 2015-2016 counseling team and post-secondary coach plan to meet with individual seniors and their parents to develop concrete post-secondary plans. Tracking tool was developed in year 2016 to monitor counselor interactions with seniors to ensure they are on-track in college enrollment, financial aid packages have been reviewed, registration has been completed, and parents have been informed about the steps of the process.

The goal of Hancock's Post-Secondary Leadership Team (comprised of classroom teachers, community partners, parent advocates, counselors, post-secondary coach, and administrator who spearheads this initiative, is to increase college enrollment for the class of 2016 from 49.7% to 65%, as well as ensure all Hancock students, many first-generation college goers, are informed about and engaged in the college process beginning in 9th grade. The team works through a developmental approach to college access and success and through different initiatives (guidance lessons, workshop, college tours) will help Hancock students form a college-going mindset, articulate their aspirations and expectations, maintain strong peer/adult relationships, set goals, and plan for post-secondary life. In 2016-17, all 9th grade students and their parents will have met with the student's counselor to ensure that everyone is on board for this student's college and post-secondary success, and that they have agreed on the steps that will help that student to that goal.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information
	✓ Naviance Monthly Data
	✓ Scholarships earned
	✓ Artifacts, plans, or timelines related to successful transitions structures
	✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates
	✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

If the Instructional Leadership Team (ILT) leads the staff in multiple professional learning cycles that include inputs, safe practice, peer observations, student work analysis, and learning walks, then the instruction around our Targeted Instructional Area (TIA) of critical thinking will improve and we should see an increase in students' capacity to produce text-based claims supported by reasoned evidence. This has proven to be true with the results from our learning walks (and supported by our MVMS survey results in Ambitious instruction, which grew from 51 in 2013 to 89 in 2016). During the February 2016 learning walk, 57.6% of classrooms in which teachers ask students higher order thinking skills were observed, 63.6% of classrooms were using a complex text at the time of the observation, and 75.8% of classrooms had evidence of critical thinking in their classroom environment. If the majority of teachers are teaching students to be critical thinkers, then the REACH ratings for Domain 3 should reflect that work in proficient and distinguished ratings. The informal REACH observation data from fall 2015 revealed that: in 3a, 80% of teachers are distinguished or proficient; in 3c, 75% of teachers are distinguished or proficient; in 3d, 70% of teachers are distinguished or proficient; but in 3b, 57% of teachers are basic or there was no evidence of questioning or discussion techniques. Therein lies our next step.

For the remainder of 2015-16, and going forward, the ILT will provide teachers with instructional support around questioning and discussion techniques so that students are expressing their critical thinking through inquiry and debate. Students will be pushed to ask one another questions, defend their answers or thinking, and/or build on or challenge each other's ideas. (Our MVMS 2016 survey rated Quality of Student Discussion at 99!) Reading Apprenticeship strategies (Hancock is in its fourth year of RA participation through the University of Chicago's Network for College Success), support the use of critical think through meta-cognitive logs (like DEJs), talking to the text, and read aloud/think aloud. In addition, while most of our students have found success in the classroom, as is evident with a mid-year 2016 school-wide core pass rate of over 92%, and 47% of students earning a 3.0 or above GPA, our English and diverse learners, along with male students, are not performing at the same high rates.

Hancock has provided several professional development supports for teachers to increase student achievement for their ELs, DLs and males. Our bi-lingual teacher led sessions during the opening of school, visited department meetings to share and explain ACCESS scores to teachers, met with individual teachers, and provided another session during 2/5/16's concurrent sessions. During grade level team meetings, all teachers look at this data at the grade level and discuss success and share strategies. We have provided course team, department level and school-wide support in reading and analyzing of Network 8 grade data, which supplements our bi-weekly grade pulls. We have focused our professional reading in grade level teams on the relationship needs of boys, and how teachers can adapt their instruction and their interaction to support male achievement in their classrooms. In the 2016-2017 school year, we will continue to monitor the progress of these subgroups and develop strategies to ensure all students achieve at high levels. Given that our current student population is 95% Latino, we want to specifically target the development of academic language (which need cuts across all subgroups) and have purchased "scaffolding Academic Success of Adolescent English Language Learners" as one of our PD anchor texts for 2016-17.

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.

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
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

Multi-Tiered System of Support:

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

Score

1 2 3 4

If a school has a systemic approach to integrated academic and social emotional supports that are aligned to strong diagnostic practices, progress monitoring and intervention tracking systems, and which are supported by effective data and analysis systems, then students will achieve at a higher level as indicated by reduction in absences and an increase in student GPA. Hancock has a well developed MTSS system that provides support for students at every Tier. Our Instructional Leadership Team, through its multi-year focus on Critical Thinking, has provided job-embedded professional development on how to use questioning to deepen student learning (this is the subject of our second PLC for 2015-16). In every classroom each student is assessed three times on each standard, allowing students multiple opportunities to demonstrate mastery of targeted standards.

Our Social and Academic Support team works in collaboration with our Instructional Leadership Team to ensure that students receive high quality instruction on a daily basis and attend school in a safe, calm, and supportive environment (this is supported by our MVMS growth in Supportive Environment from 45 in 2013 to 70 in 2016). Over 35% of our students have taken advantage of our after school academic support program, Scholar Hour, using the program to both improve their grades and address failures in core classes. Our school-wide initiatives such as Start On Time have reduced our 4-6 misconducts to only 59 this year (down from 105 in 2015), and our Freshmen On Track rate is at an all-time high rate of 97.5%. Due to the weekly grade pulls by the On-Track Coordinator, Tier 2 and Tier 3 students are quickly identified and supported with appropriate interventions. Our Tier 2 students receive individualized interventions through our biweekly grade level team meetings and our Tier 3 students receive intensive supports through the work of our CARE team, which includes our Dean of Students, our school social workers, our counselors, our Parent Outreach Coordinator, and our GEAR Up staff. Our Parent University provides information to parents on college-going, test-taking, parenting, and, most recently, how to set up contracts with your adolescent child. PAC and BAC participation are at record numbers (60 and 15, respectively), where teachers (bi-lingual coordinator, curriculum coordinator, counseling department chair), as well as the principal present to parents about school initiatives, how to interpret test data, etc.

Because teachers are required to enter at least two grades a week and this system is monitored through a bi-weekly audit by the On-Track Coordinator, students and their families receive timely and accurate updates about their progress in all classes. As a result of this work, our semester core pass rate for the school was 92.9%, and 47% of the students earned a 3.0 GPA or above. In the 2016-2017 school year, we hope to improve the attendance of our seniors, who historically lag behind the other grade levels in both attendance and course performance.

Guide for Multi-Tiered System of Support

- **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 (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

If the school has developed and sustained strong and powerful data compilation, analysis, and communication systems, then school faculty and staff will have the accurate and timely data to make informed decisions regarding current practice and future plans leading to individual student success in high school and beyond. Each course team has a set of common assessments: CCSS aligned 10 week benchmark assessments, performance tasks, as well as both formative and summatives in a variety of formats. While our MVMS Ambitious Instruction score was 89 in 2016, we know that a teacher's capacity to use this rich array of data to inform instruction varies by individual and course team. We will continue to focus on the analysis of the rich formative data (such as student work) available to our teachers to ensure that all students are engaged in appropriately rigorous instructional content, and that they are making progress toward grade-level and course team goals.

In our 2016 MVMS results, Academic Press jumped from 51 in 2013 to 97 in 2016, an indicator that there is consistent growth in this area. In addition, we have worked hard over the last several years in order to create a fair and equitable grading system that rewards students for what they know -- not for how well they comply with instructions. Almost all teachers at Hancock use standards-based grading, and teachers in every department ensure that students have multiple opportunities (at least three times a quarter) to demonstrate mastery on key standards. In most classes, students track their own progress on standards and identify areas where they need to improve. There is a common standards grading rubric, which is modified by departments but provide explicit information on what students need to do a specific assessment to get an "A", for example.

Course Team leads gather before 10-week exams are given to review proposed 10-week assessments by grade level. In this way, teams learn about assessment literacy and what it means for their content, their grade level, and their students, seeking to find out how clear is the language, or how effectively will the content be measured? This is a growth area for the entire school, as well as wrestle with DoK, new to us as a school in 2015-16, and strive to incorporate this into our professional development planning in 2016-17. Already, we see course teams (11th grade algebra/trig) begin to include DoK level question stems into their reciprocal teaching strategy, among others. We need to help teachers use DoK in their planning as well as DoK in their review of their assessments, to assure themselves that they match.

As stated above, because teachers are required to enter at least two grades a week and this system is monitored through a bi-weekly audit by the On-Track Coordinator, students and their families receive timely and accurate updates about their progress in all classes. We will continue in 2016-17 to push for ALL teachers to use standards based grading, that ALL teachers enter two meaningful grades per week, and that grading practices are consistent across ALL classrooms through grade book monitoring, individual and course team supports, and through use of common rubrics and systems across contents.

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** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **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 (<http://www.csai-online.org/spotlight/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	<ul style="list-style-type: none"> ✓ 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 ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. 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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

If schools have established effective two-way communication systems with families to communicate clear grade-level expectations, along with ways families can support their child at home, then school-based interventions will be more effective, causing an increase in student achievement, and college and career preparedness and success. Hancock has embraced the MTSS model, so students and their families receive both positive reinforcement as well as intervention support to address non-productive behaviors. This is evidenced by the growth in our MVMS Supportive Environment results, increasing from 45 in 2013 to 70 in 2016. Teachers regularly document home communication on Student Logger. BAG (Behavior-Attendance-Grades) reports are sent home with 5-week progress reports. Family Literacy and Health nights have increased parent presence in the school, which improves the home-school communication. Our PAC meetings have swelled to 40 parents, and our BAC to 15. Administration and the Dean regularly meet with parents at the Tier II and Tier III level to ensure that behaviors are addressed through quarterly Parent Truancy Workshops, and, as a result, our interventions are informed by the knowledge provided to us by working with parents as well as the student. Parent University provides support for families in a variety of parenting, student mental health, and college-going topics. These sessions are led through a collaboration of Youth Guidance, GEAR-UP and Hancock parent support staff.

The Hancock Way encompasses classroom strategies rooted in high expectations for student learning. In every classroom, playing field, and event at John Hancock College Prep adults push students to high levels of thinking by implementing school wide powerful practices of critical thinking, meta-cognition and CER (Claims-Evidence-Reasoning, a Hancock-generated writing strategy that is used school-wide to support argumentative writing). Currently, admin and department chairs are using a Praise-Questions-Suggestion (PQS) protocol. Our ILT's next professional learning cycle (PLC) will focus on the use of questioning to support the giving of feedback with the intention to build mastery of standards and lesson objectives through a growth mindset.

All activities at Hancock are aligned to our school goals of Respect-Integrity-Responsibility. We have provided school-wide professional development on the use of research-based strategies in classroom management (Discipline in the Secondary Classroom) and in instruction (Reading Apprenticeship). Hallway, common area and classroom norms and expectations are posted to reinforce the expectations and enable all to feel comfortable and be willing to take risks in their learning.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 3 4

If all students have a meaningful relationship with an adult at the school, then the likelihood that the student will reach out to that caring adult when in need increases, which means fewer students fall through the cracks, and our resource alignment is more efficient and effective (as it goes toward the intended students), thus increasing student achievement and college and career readiness. This is indicated by the our MVMS increase in Student–Teacher Trust, from 51% in 2014 to 94% in 2016. Our Discipline Office is a strong adherent of restorative justice principles, and our Student Academic Support Team (SAS) has received city and state recognition (Exemplary PBIS school, 2013; Coalition of Community Schools' National Community School Winner, 2015). Students with disabilities are integrally involved in school activities. Our Start On Time initiative has greatly decreased tardies to class, and the change to the block schedule has increased overall attendance (91.3%, the highest ever this late in the year), as students are aware that one cut means 1/2 day absence. Attendance communication to families, like all communication, is in both Spanish and English.

Our social emotional and academic interventions are intended to build relationships between adults and students through coherent implementation of concrete, specific strategies. Development in "the Hancock Way" of intervention for teachers occurs at BOY, MOY and EOY Professional Development days and through teacher drop-in sessions. All new faculty attend CHAMPS training. The goal of both academic and social emotional interventions at Hancock are intended to make change in a student's life. In 2015, the John Hancock College Prep "Eagle Excel" program was recognized as an exemplary program by the CPS office of Social Emotional Learning. The status came for recognition of the interventionist ability to build trust and make change in the lives of the students who completed the program.

This year Hancock will continue its tradition of community outreach through the build-On, After School Matters, School Band and Youth Guidance programs. Each program sponsors events and workshops in related areas in the local park districts and elementary schools. Each of these activities are student-led with the intention of developing youth awareness in social issues, communicate programs and resources that are available to the public at Hancock. The principal meets with the Student Council/Voice committee once a quarter, and holds a "Coffee with the Principal/Cafe con la directora" during first and third quarters. In the 2016-17 school year, John Hancock College Prep will continue its tradition of school-wide, student-led assemblies to celebrate student achievement in the fall (Homecoming), winter (Winter Festival) and spring (NHS Fun Fair). All school assemblies are the planned, organized and facilitated by students (with careful guidance from Youth Guidance, GEAR UP, and Hancock staff).

Hancock administration and teacher groups (CTU, PPLC, Department Chairs/ILT, Senior Leadership Team, Curriculum Mapping Leadership Teams, for example) maintain collegial and collaborative relationship. Both sides contribute to a civil resolution of common issues, and we have been able to successfully weather both the threat of budget cuts, the lack of a contract with the CTU and the lack of a State Budget.

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
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

If the school provides access to a wide range of after school, extracurricular, and enrichment opportunities for our students that nurture and develop their talents, then students will become more engaged in school, attendance will go up, failure rates will go down, GPAs will rise, and more students will become college and career prepared for success. Our Youth Guidance partnership (funded through a five-year 21st Century Community Schools' grant) provides funding for an after school Program Coordinator, which includes After School Matters (bricolage, printmaking, and Hancock Verde), CASA music (through the Mexican Museum of Fine Arts) BAM (Becoming and Man) and WOW (Working on Womanhood). The Coordinator monitors attendance and facilitates implementation of our after school Scholar Hour, 13 clubs, band, chorus, boxing, student government, Dreamers' organizations, and 11 different IHSA interscholastic sports for both boys and girls. We update our After School Catalog twice yearly to communicate these opportunities to students and their families (published both in print and on-line in both Spanish and English).

John Hancock College Prep was Chicago's first Democracy School, a designation that acknowledges Hancock staff's commitment to Service Learning, project-based and scenario learning, and to a social justice focus that runs throughout our curriculum. Although students are required to provide 40 hours of Service Learning, the Class of 2015 averaged 70 hours! Hancock's principal has been a member of the Illinois Civics Coalition, a member of the District Civics' Planning Team, and we were part of the pilot of GCI civics and personal finance curriculum. Our Student Council/Student Voice and members of our AP Government classes regularly serve as Election Judges. Two Hancock Students will be on the CPS Student Advisory Council for 2016-17, Hancock students have organized a "March to the Polls" for the opening of early voting, and we were part of the advocacy to prevent the expansion of charter schools into the Southwest Side. Controversial topics are regularly part of the curriculum; at the course level, our Gender Studies, Forensics Science, English IV, Senior Seminar, and Law and Public Safety are strong examples.

Next steps are to find authentic ways to increase student voice on adult leadership teams. Our Academic Lab bell schedule will allow for more frequent peer mentoring meetings, more admin/student focus groups, more opportunity for students to participate in the teams that will now meet during that period, when students are also free. This would allow for student representation on the SLT or ILT, for example.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.

- **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.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning 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

If a school has coherent and consistent systems to ensure student safety, then an environment where all feel safe and able to learn should result. At Hancock, classroom routines are organized around scientific methods to minimize instructional minutes lost to transitions, administrative functions, and student intervention. This is what we call The Hancock Way. This way of thinking -- that we embody Respect, Integrity and Responsibility in all we do -- has guided us since 2011 in how we've developed internal systems and structures throughout the adult community of the school so that students experience a consistent, calm and safe environment in which to learn. This is communicated yearly at orientation, represented on school t-shirts, hallway posters, and, less frequently, in adult redirection. The success of this is indicated by our MVMS increase of rating to "Well-Organized for Instruction".

We have a Chief of Security who graduated from Hancock 2007, while another graduated in 2009. The security team is veteran, from the neighborhood, dedicated to the kids, and clear about the Hancock Way and how it plays out in restorative justice practices. These efforts work in conjunction with our Dean of Students and has remained stable for three years. We believe this all combines to explain our results: incidents of high level SCC infractions (fighting, theft, verbal altercations and assaults) in common areas of the building and school grounds have dropped by 75% since 2012.

We believe there exists a correlation between this data and that we are in our third year of Start on Time, a tardy-to-class intervention we borrowed from our friends at Kelly High School. The Hancock version is embedded with non-restrictive strategies to move students to class on time. In this process adults are expected to use the opportunity to build relationships with all students. This year, we added additional hall stations that printed temp IDs. The intervention also works in classroom systems. Teachers no longer have to take time out of instruction to address and record tardiness. We have seen a gain in the number of 2c proficiency rates, as there are virtually no disruptions now when students enter the classroom late. Further, the lunch-time detention is effective, and students serve their detentions if they are in the building.

Systems have been created to ensure that all students and guests who enter the building pass through organized security scans. Norms for these activities are posted and communicated at all entrances. Dismissal is supervised by Safety and Security, CPD and School Administration on a daily basis.

The Hancock Way is to approach acting out behavior (no matter what the level) and de-escalate, then process the information to find the root cause of the behavior, and resolve the problem. Norms and expectations for this process are communicated and developed through BOY, MOY and EOY staff development workshops.

The next challenge is student perception of their safety. Our 2016 MVMS rating for Safety was 38, up from 29 in 2015 but still very low. When we ask, we are told it is the neighborhood. We have an excellent relationship with both the 13th Ward and the 8th District and get support when requested. Inside, we are safe, calm and orderly and this is a difficult challenge to address, given that we have so little control.

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.
- **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	✓ 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	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
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

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

If a school has comprehensive and restorative justice policies and practices in place, and all adults have been trained on coherent implementation of this tiered approach, then all students should feel that the climate and culture of the building is safe and inviting. We have spent the last six years working hard to make Hancock a safe, welcoming school. We are a Discipline in the Secondary Classroom (DSC) school with a strong discipline team that embraces the concepts and practices of restorative justice, which is part of the Hancock Way. Our interventions are comprehensive and monitored through Verify. Using Student Logger, we have created a system where all stakeholders can monitor individual student interventions and their progress (at the end of 2015, 79% of teachers used Student Logger to submit a student anecdotal). Our next task for 2016-17 is 100% consistent implementation of agreed upon rules and practices. This means ensuring that all new staff have received CHAMPS or DSC training (completed for 2015-16). Students and parents are encouraged to attend an Orientation (students) or Parent University (parents) prior to the school year in which our students and parents are either taught or reminded of the school expectations and also informed of the various support systems in place. During the first week of school, students attend homeroom daily and the school expectations and supports are discussed and modeled.

The SAS (Social Academic Support) Team meets on a bi-weekly to organize school-wide systems and supports for all students. The team uses a data-driven approach to develop and refine social emotional needs and supports for Tier I and Tier II students. Meeting on a biweekly basis, Hancock's CARE Team develops, implements and assesses interventions for Tier II and Tier III students. Attendance and behavior data is a regular agenda topic at the SAS meetings. School-wide systems and supports are measured for their effectiveness and are refined as needed by the Senior Leadership Team bi-weekly, and distributed to staff in our Weekly Report, published on the common drive and in announcements on Wednesdays.

Students are made aware of the expectations through a PBIS approach in that clear expectations are taught and displayed throughout the classrooms and in common spaces for the expected behaviors in those spaces. All adults have been trained on these systems, and the data is reviewed by multiple groups of adults, depending on their role (teachers in Grade Level Team, discipline and academic support in our SAS and Care Teams, and admin and heads of every team at our Senior Leadership Team). Regular morning entry routines are in place to ensure school safety, which includes scanning into the building and well as the daily searches as outlined in SIM. Teachers and security monitor hallways through passing periods (our Start on Time initiative) and the Verify system is in place to document tardy students.

There is a school-wide expectation for students to remain in "good standing". Good standing is measured in three areas: Behavior, Attendance and Grades. Students and parents and staff are notified on a bi-weekly about their good standing status, while BAG reports, which include a student's current college match status, are sent home with progress reports.

Student logger is the school-wide system that is used to document behavioral issues and request Dean support. This process ensures that instruction continues when behavioral issues arise in the classroom. Students who are referred to the Dean are required to serve a lunch-time detention where they complete a behavior reflection form and determine a resolution for their behavior. The electronic form is used as a data collection tool and also a process whereby students reflect on their behaviors and ways they might restore relationships with staff and peers.

The school has crafted a blend of 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, preferring a systems of interventions that embrace a systems-change approach to bring about a more restorative culture. The school is characterized by an orderly and respectful common area and classroom climate. This is evidenced by our MVMS Student -- Teacher Trust rate of 94 in 2016. The school reinforces positive behaviors and responds to mis-behaviors 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. We have seen a reduction in high level (4-6) SCC infractions from 105 in 2015 to 59 in late May of 2016 (a reduction of 56%).

Additionally, students with higher-level behavioral issues are referred to an In-school workshop. These consist of 1.5 hour lessons where students engage in an in-depth understanding of the impact that specific behaviors have on the school community. Topics have included trespassing, bullying and cyber-bullying, and student ownership of attendance issues. These intervention systems and structures have been refined over the years to address the behavioral/attendance issues and minimize the instructional time missed for students who have been referred.

For SY17, we will continue focus on restorative practices and maintain a recidivism rate of 15% or less through peer mediation, both of which should reduce the amount the of 4-6 infractions by 10%.

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.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - 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 continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
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
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 2 **3** 4

If school leadership has coherent and consistent communication practices that provide timely and accurate information to all stakeholders through multiple media and formats, in both Spanish and English, and that includes both individual student success and school access and enrollment information, then our stakeholders will develop a fully-rounded understanding of our vision, how we align our resources to meet that vision, and the success we are experiencing along the way. Our MVMS Involved Families score grew from 42 in 2013 to 83 in 2016.

Hancock's principal presents quarterly 'State of the School' reports to both the PAC and LSC. We hold Curriculum Nights every fall, and hold family literacy and health nights as well. Our Parent University helps parents develop insight into the curriculum, assessment, as well as grading practices, along with saving for college, financial literacy, and mental health certification. Parents are regularly included in college visits through our partnership with GEAR UP. We attend high school fairs and have developed marketing presentations for mid- and end of year-reports distributed to faculty and staff, parents, and members of the community (in both Spanish and English).

Hancock, in partnership with Youth Guidance, has a five-year 21st Century Community Schools Grant to sustain this work through the funding of a Parent Coordinator, a Resource Coordinator, two full-time and several social work interns, as well as four parent workers. We have created a Parent Panel that includes the leads of all parent programs in the school, along with Hancock admin and Network 8 FACE staff, and oversees a coherent array of parent activities that aligns to the school and school year calendars. One result of this work is a Parent Two-Year work plan that intends to transition leadership of parent meetings at Hancock to teams of our parent..

Our restorative culture provides supports for the parents of students who are not in good standing, whether for attendance, behaviors or grades. Our Parent Truancy Workshop brings Tier III parents and students together with school counselors, social workers, admin, and teachers to meet and discuss both whole group and individually what next steps are possible for this student. Invitation to these quarterly events assumes that all Hancock possible interventions have occurred (parent calls, meetings, home visits, etc.) and the student's behavior has not changed. Something more needs to be done. Our Alternative Schools partners are also present if that is deemed by the parent and student to be the next choice. This way, the services are in one place, and families can make informed decisions. This meeting is held in both Spanish and English.

We have a parent office with meeting space behind our library for PAC, BAC, and others. Through our Youth Guidance Community Schools grant, we have four parent workers who support parent programs through a thousand ways and have been a major reason why our parent participation numbers have improved (PAC 60, BAC 15 average). These numbers, while an increase, do not reflect the range of voices in our school community, and a goal for 2016-17 is increase parent participation overall, and depth of parent participation in specific. The leadership portion of our Parent Two-Year plan means this becomes a challenge for our Parent Panel.

In 2016, we established a teacher responsible for school communication, helping us present multiple facets to our common vision through staff tweets, our Hancock alumni and Class of 2016 Facebook pages, and media features and shout outs (i.e., ABC Nightly News, Univision). All materials are published in Spanish and English, all parent meetings are held in Spanish and English, and interpreters are always provided for every parent meeting. In the summer of 2015, we partnered with the Mayor's Office of Summer Events, Youth Guidance, and Hubbard High School (we were under construction) to support two student interns in the revamping of our school website. It is modeled on Back of the Yards and suburban high schools, and is maintained by a tech team of students and staff. In January of 2016, a Booster club was formed with the mission of supporting John Hancock College Prep athletic, academic and extracurricular events through participation and fundraising. A goal for 2016-17 is to create a "friends of Hancock" 501c(3) to support these efforts.

Guide for Parent 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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Five Essentials	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

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

4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Highschool)

13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
In 2015-16, Hancock is Well Organized for the second consecutive year -- we continue to build and refine current systems	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
We have not received our results for 2015-16. This the last year for the ACT, and we have begun to create plans for deconstructing the SAT for implementation in 2016-17	13.00	(Blank)	17.50	20.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	(Blank)	(Blank)	0.00	0.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
We have not received our results for 2015-16. While we know the ACT will not be administered next year, we continue to focus on our ELs, DL, and males in our instruction, planning, and monitoring.	10.00	(Blank)	15.00	20.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	(Blank)	(Blank)	0.00	0.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
We have not received our results for 2015-16. While we know the ACT will not be administered next year, we continue to focus on our ELs, DL, and males in our instruction, planning, and monitoring.	7.00	(Blank)	12.00	15.00
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
We have not received our results for 2015-16. Since 9th, 10th and 11th grade students will be taking a version of the SAT, we are focusing part of our Back-to-School Professional development on that test, what it measures, what the results look like, and how this information can impact our planning, instruction and assessment.	26.00	(Blank)	30.00	30.00
Freshmen On-Track Rate				
We need to be in the high 90s. We're there now. We intend to stay here.	93.80	94.10	97.50	97.50
4-Year Cohort Graduation Rate				
We have four years to move this number into the high 90s.	83.50	81.20	83.00	85.00

1-Year Dropout Rate

This number is real. It should be under 2.0	0.10	2.70	0.90	0.50
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College Enrollment Rate

We believe we have stabilized this system and we should start seeing a steady, upward trend, not the back and forth of the past few years. The economy is a factor, and we must find a way to adjust for it with our supports.	64.20	49.80	62.00	70.00
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College Persistence Rate

Those Illinois State MAP grants are going to kill all of us. We know too, too many of our students who came home last month because there is no money for school. We do not expect to see growth for 2016.	69.60	67.30	67.00	70.00
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Average Daily Attendance Rate

Our seniors, unfortunately, are anchors on this metric. We continue to implement a variety of classroom strategies and school-wide interventions to support these gains.	88.50	90.70	91.00	92.00
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Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

differentiated Teaching and Learning/Social-Emotional support for all Hancock students	deeper planning for groups of students, more customized instruction for individuals, and greater teacher collaboration around data analysis and action planning	improved student performance, engagement, and outcomes in the classroom.
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Tags:

Math, Core Instruction, Professional Learning

Area(s) of focus:

1, 2, 3, 4

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Department Chair meetings have focused on calibrating the data from PQS (Praise, Question, Suggestion) observations. Dept. Chairs complete these pop-in observations on a weekly basis.	AP Teaching and Learning; Department Chairs	Mar 31, 2016 to Jun 30, 2016	Tracking tool and PQS letters for teachers with evidence from the observation	On-Track
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Core Instruction, Instructional Coaching, Instruction, Cycles of professional learning

Continue coaching cohorts 1-4 for Reading Apprenticeship to provide disciplinary literacy support (teachers work in cohorts to support metacognition of complex texts)	Curriculum Coordinator, RA cohort participants,	Mar 31, 2016 to Jun 30, 2017	monthly coaching sessions, classroom observations	On-Track
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Literacy/Reading, Instruction

Support the implementation of Cohort 5 using the RAAD grant offered by the Network for College Success and DOE (target, teacher leaders/department chairs)	Curriculum Coordinator, RAAD grant participants	Aug 1, 2016 to Jun 30, 2017	monthly coaching sessions, classroom observations	Not started
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Literacy/Reading

Use teacher-leaders for in-building coaching for increased teacher capacity	Curriculum Coordinator, AP T&L	Mar 31, 2016 to Jun 30, 2018	monthly coaching sessions, classroom observations, in-house professional development agendas	On-Track
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Instructional Coaching, Cycles of professional learning

ILT facilitator ensures all elements of the PLC (Professional Learning Cycle) are implemented	ILT Facilitator	Mar 31, 2016 to Jun 30, 2018	ILT Meeting Agendas	On-Track
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Professional Learning

ILT frequently reviews data to inform PLC area of focus	ILT Facilitator, AP T&L	Mar 31, 2016 to Jun 30, 2018	ILT Meeting Agendas	On-Track
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Data

produce projected and diaried curriculum maps for all teachers, all contents	Curriculum coordinator	Mar 31, 2016 to Jun 30, 2018	agendas of Curriculum mapping Leadership Team, Grade Level Team Agendas, teachers' diary maps	On-Track
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Professional Learning, Instruction, Curriculum

Curriculum Mapping Leadership Team provides consistent and timely feedback for all maps	CMLT	Mar 31, 2016 to Jun 30, 2018	CMLT Agendas, comments on maps, emails,	On-Track
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Instructional practices

Curriculum Coordinator creates intervention system for teachers who are struggling and provides supports	Curriculum Coordinator	Mar 31, 2016 to Jun 30, 2018	comments on maps, emails, tracking system with rubric for teacher maps	On-Track
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Instructional Coaching

Quarterly map reviews with a focus on TIA	Curriculum Coordinator	Mar 31, 2016 to Jun 30, 2017	Grade Level Team Agendas	On-Track
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Teacher Teams/Collaboration, Tia

Teachers will review maps at the end of the year to uncover gaps and redundancies in instruction in order to create master and consensus maps.	Curriculum Coordinator	Jun 1, 2016 to Sep 9, 2016	Consensus and Master Maps	Not started
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Cycles of professional learning

Continue coaching with Doug VanDyke (consultant from NCS) who works directly with Curriculum Mapping Leadership Team and Curriculum Coordinator to provide feedback on curriculum mapping guidelines and next steps	Curriculum Coordinator	Mar 31, 2016 to Jun 30, 2017	Consensus and master maps, meeting agendas, curriculum mapping tools	On-Track
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Professional Learning, Teacher Teams/Collaboration

ILT organizes quarterly peer observation cycles for individual teachers (who have identified their questions, concerns, or desires to learn about specific instructional methods); and all Hancock teachers have signed up to observe a peer with a rationale and a plan to implement learning outcomes (and to share feedback via PQS)	ILT, Department Chairs, teachers	Sep 6, 2016 to Jun 30, 2017	PLC Calendar, eer observation schedule, PQS Feedback, adoption of learning outcomes into teacher's lesson plans	Not started
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Tia, Cycles of professional learning

Admin follows-up with teachers during pop-in observations to see the implementation of the new methods, learning outcomes in teacher's instruction	Admin	Sep 5, 2016 to Jun 30, 2017	PQS calendar, copies of teacher feedback letters	Not started
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Instructional practices

Adopt math instructional units from the Chicago Public Schools Math Department	Math Department Chair, Curriculum Coordinator, AP T&L	Mar 31, 2016 to Jun 30, 2017	Lesson plans, REACH observation feedback, PQS	On-Track
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Math

Adopt a new textbook series using guidelines from the Chicago Public Schools Math Department	Math Department Chair, Curriculum Coordinator, AP T&L	Mar 31, 2016 to Sep 2, 2016	Textbook POs, Unit/lesson plans, curriculum amps for all courses	On-Track
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Math

Conduct an item analysis of PSAT problems from 2015-16 assessment, and align findings with DDI benchmark data to identify targeted CCSS for 2016-17.	Math Department Chair, English Department Chair	Mar 31, 2016 to Jun 30, 2016	Math Department Agendas	Not started
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Math, Benchmark progress monitoring, Mathematical practices

Provide guided practice on skills students are deficient through Khan Academy	Math Department Chair	Mar 31, 2016 to Jun 30, 2016	Khan Academy Reports, math department agenda	On-Track
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Math

Hire additional social worker	AP Climate and Culture	Jul 1, 2016 to Jun 30, 2018	Staffing paperwork	Not started
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Climate and Culture, Community schools, Differentiated instruction

All teachers take part of sample SAT, jigsaw results, and share insight	AP Teaching and Learning	Jul 1, 2016 to Sep 3, 2016	Back to School PD agendas, insight guidelines	Not started
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Math, College Access and Persistence, Cognitive demand, English language arts, Collaborative review

Purchase PSAT for 10th and 11th graders as pre-test in October to provide guidance for SAT as well as determine AP aptitude	AP Teaching and Learning	Jul 1, 2016 to Nov 1, 2016	PSAT Testing Schedule, Proctor lists	Not started
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Math, College Access and Persistence, Assessment design, English language arts

Strategy 2

If we do...

strategies that promote quality interpersonal relationships between all students and adults in the John Hancock College prep community

...then we see...

improved understanding of individual motivation, deeper appreciation and implementation of restorative justice practices, better school and home communication, greater range of parent participation, and individual adult and student accountability for their actions

...which leads to...

improved student academic and social emotional outcomes now and after high school.

Tags:

Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning

Area(s) of focus:

1, 2, 4, 3, 5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
biweekly grade pulls, analyze the data by subgroups (males, SPED, and ELL), and share this data in grade level teams	On-Track Coordination	Mar 31, 2016 to Jun 30, 2018	grade pull data, grade-level agendas	On-Track

MTSS, Diverse Learners, English Learners, Intervention, Data Use

On-Track Coordinator will work with grade level leads to plan biweekly grade level team meetings where data is shared and analyzed by team members.	On-Track Coordinator Grade Level Leads	Mar 31, 2016 to Jun 30, 2018	Grade Level Team Agendas	On-Track
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Data

Hold follow up mission and vision meetings to continue review and refinement of mission vision statements to share with stakeholders	Admin	Jun 1, 2016 to Aug 26, 2016	Draft vision/mission statement for fall 2016-17	On-Track
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Climate and Culture

Devote B-2-S PD time to review draft, revise, and confirm final mission/vision statements with Hancock Community.	Admin	Jun 1, 2016 to Sep 9, 2016	B-2-S Agendas, Final Mission/vision statement	Not started
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Climate and Culture

Design new teacher support system, partner with teacher-leader	AP T&L	Jun 1, 2016 to Jun 30, 2017	Plan ready to implement	Not started
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Professional Learning, Climate and Culture

Hold new teacher orientation, then monthly orientation after	AP T&L	Aug 19, 2016 to Jun 30, 2017	Monthly agendas, minutes	Not started
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Professional Learning

Teacher focus groups to determine root cause of lack of teacher to teacher trust	Admin, ILT	Jul 1, 2016 to Aug 19, 2016	Focus group summaries, agendas, root cause analysis documents	Not started
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Trust

During B-2-S PD, use outcomes of focus groups and root cause analysis to provide cross disciplinary time for interdisciplinary instructional development	Admin, ILT, Grade Level Teams	Aug 1, 2016 to Sep 2, 2016	Agendas, professional development materials, sign up for forums	Not started
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Instructional practices

Implementation of four forums during Academic Lab, in which interdisciplinary teams of teachers provide lectures, seminars on joint topics that align with both course sequences	ILT, teacher teams	Sep 6, 2016 to Jun 30, 2017	Forum calendar, materials, agenda	Not started
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Teacher Teams/Collaboration

analyze behavioral data at biweekly SAS meetings to inform planning, implementation of relational supports.	AP C&C, Dean of Students	Mar 31, 2016 to Jun 30, 2018	SAS agendas, data decks	On-Track
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Climate and Culture, Restorative approaches

Identify most prevalent high level behaviors	AP C&C, Dean of Students	Mar 31, 2016 to Jun 30, 2018	Behavioral report which identifies the most prevalent SCC 4-6 incident report	On-Track
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Behavior and Safety

Identify the behavioral recidivists and the interventions attempted with each student by incident. Did it work and how do we know?	AP C&C, Dean of Students, School Counselors, Social Workers,	Mar 31, 2016 to Jun 30, 2018	Student logger, SAS data decks, CARE team agendas	On-Track
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Data

Identify external professional partners to intervene to support student behaviors that go beyond school capacity	School Counselors, Social Workers, Dean of Students, AP of C&C	Mar 31, 2016 to Jun 30, 2018	organizational chart which aligns behavior with intervention to school role	Not started
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Behavior and Safety, Restorative approaches

Conduct professional learning cycles around best practices regarding student motivation, building strong interpersonal relationships with males, diverse and English learners.	On-Track Coordinator, Grade Level Team Leads, Teacher leaders	Mar 31, 2016 to Jun 30, 2018	GLT Agendas, Focus articles, SLT Data Decks	On-Track
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Cycles of professional learning

Measure the effectiveness of current student incentives (e.g., senior expectations) through the amount of positive change the incentive enabled	AP C&C, Dean of Students, SAS Team	Mar 31, 2016 to Jun 30, 2016	BAG reports by grade level aligned to student incentives, SAS Data Decks	Not started
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Interventions, Differentiated instruction

For our incoming freshman we will focus during orientation to sign up about 80% on Parent Panel	Parent Coordinator, Parent Panel	Mar 31, 2016 to Aug 31, 2016	Parent Portal Tracking Report	Not started
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Family and Community Engagement

Provide connections parents during PD so that tracking student progress is part of planned activities	Parent Coordinator, Parent Panel	Mar 31, 2016 to Jun 30, 2018	Parent PD Agendas, Parent Portal tracking reports	Not started
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Family and Community Engagement

Provide social/emotional services through BAM & WOW for students	Youth Guidance BAM/WOW Counselors, AP C&C, YG Resource Coordinator	Mar 31, 2016 to Jun 30, 2018	Sign out of "Peace Room", student sign-ins from Academic Lab	On-Track
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Interventions

Create Academic Lab team to design systems and structures for bi-weekly in school time for students to receive direct help from teachers, implement interventions (BAM, WOW) and allow for teacher office hours	AP T&L, AP C&C, Academic Lab Team	Jul 1, 2016 to Jun 30, 2017	Academic Lab Sign Up system posted on website, PD agenda at B-2-S PD	Not started
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Climate and Culture, Differentiated instruction, Enrichment, Behavior supports, Academic supports

Strategy 3

If we do...

...then we see...

...which leads to...

aligned post-secondary academic and non-	increased early knowledge and awareness and	increased GPA, On-Track, attendance,
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cognitive supports

for both students and adults about a student's college match, how to navigate financial aid process, and the steps necessary to achieve post-secondary completion

graduation, college-going, and college persistent rates.

Tags:

Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning

Area(s) of focus:

1, 2, 4, 3, 5

Action step	Responsible	Timeframe	Evidence for status	Status
Approve modified A/B block (Academic Lab) bell schedule	Admin, PPLC	Mar 31, 2016 to May 1, 2016	Results of Union Vote, paperwork submitted to Central Office, Union	On-Track

Climate and Culture

Program teachers so that department, course team meetings happen during Academic Lab; program teachers so that all teachers hold office hours; program staff so that common areas, designated academic lab areas are staffed appropriately	Admin, scheduler	Mar 31, 2016 to Sep 30, 2016	Master Schedule	On-Track
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Teacher Teams/Collaboration, Personalized Learning, Interventions

Increase parent portal usage for college-going behaviors by providing PD for parents on how to monitor and what to look for	Parent Coordinator, Principal, On-Track Coordinator	Mar 31, 2016 to Jun 30, 2018	Parent PD Agendas, Parent Portal usage Reports, College Going data	Not started
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Family and Community Engagement

workshops for families at least once a month in regards to academics, social/emotional, & college readiness	Parent Coordinator, Parent Panel, AP T&L	Mar 31, 2016 to Jun 30, 2018	Parent PD agendas, sign-ins, College Going Data	Not started
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College Access and Persistence, Family and Community Engagement

Partner up with GEAR UP to facilitate college readiness workshops/ academics	Parent Coordinator,	Mar 31, 2016 to Jun 30, 2018	Grounded Eagle List, Bs or Better Data, PSLT Agendas, College Goaling Data	On-Track
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College Access and Persistence, Family and Community Engagement

Invite student to join post-secondary leadership team	Counselor	Mar 31, 2016 to Jun 30, 2018	Meeting agenda, student voice in school-wide initiatives	On-Track
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College Access and Persistence, Family and Community Engagement

Create tracking tool to monitor senior post-secondary plans	Department Chair, AP of T&L	Mar 31, 2016 to Jun 30, 2018	shared document on Google Drive, SEQ data, Naviance reporting tool	On-Track
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Strategy 4

If we do...

meaningful attendance interventions and incentives by tier for our class with the lowest attendance rate (the class of 2017)

...then we see...

less senior attrition throughout the school year

...which leads to...

higher school wide attendance rates. Higher core pass rates for seniors. Higher GPA for seniors. lowe drop out rates and higher graduation rates

Tags:
Attendance

Area(s) of focus:
3

Action step	Responsible	Timeframe	Evidence for status	Status
Look student data to determine attendance trends for the class of 2017.	AP C.C. Counselor Dean of Students	Sep 6, 2016 to Oct 31, 2016	Weekly Data reports SLT data reports SAS data reports	Not started
Analyze data, Attendance plan				
Devise incentives to sustain and improve attendance for our seniors who have a 90 to 100% attendance rate.	AP C.C. Counselor Dean of Students	Sep 6, 2016 to Jun 30, 2017	Weekly Data reports SLT data reports SAS data reports, assembly agendas, receipts for incentives, lists of students	Not started
Attendance, Motivation, Celebrate				
Devise interventions and incentives for to improve the attendance for the students who are in the 80 to 89% attendance rate.	AP C.C. Counselor Dean of Students	Sep 6, 2016 to Jun 30, 2017	Weekly Data reports SLT data reports SAS data reports, assembly agendas, receipts for incentives, lists of students	Not started
Attendance, Motivation, Differentiation, Celebrate				
Intervene with students who have a 0 to 79% attendance rate.	AP C.C. Counselor Dean of Students	Sep 6, 2016 to Jun 30, 2017	Weekly Data reports SLT data reports SAS data reports	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Department Chair meetings have focused on calibrating the data from PQS (Praise, Question, Suggestion) observations. Dept. Chairs complete these pop-in observations on a weekly basis.</p> <p>Tags: Math, Core Instruction, Professional Learning, Core Instruction, Instructional Coaching, Instruction, Cycles of professional learning</p>	AP Teaching and Learning; Department Chairs	Mar 31, 2016	Jun 30, 2016	On-Track
<p>✚ Continue coaching cohorts 1-4 for Reading Apprenticeship to provide disciplinary literacy support (teachers work in cohorts to support metacognition of complex texts)</p> <p>Tags: Math, Core Instruction, Professional Learning, Literacy/Reading, Instruction</p>	Curriculum Coordinator, RA cohort participants,	Mar 31, 2016	Jun 30, 2017	On-Track
<p>✚ Support the implementation of Cohort 5 using the RAAD grant offered by the Network for College Success and DOE (target, teacher leaders/department chairs)</p> <p>Tags: Math, Core Instruction, Professional Learning, Literacy/Reading</p>	Curriculum Coordinator, RAAD grant participants	Aug 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Use teacher-leaders for in-building coaching for increased teacher capacity</p> <p>Tags: Math, Core Instruction, Professional Learning, Instructional Coaching, Cycles of professional learning</p>	Curriculum Coordinator, AP T&L	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ ILT facilitator ensures all elements of the PLC (Professional Learning Cycle) are implemented</p> <p>Tags: Math, Core Instruction, Professional Learning, Professional Learning</p>	ILT Facilitator	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ ILT frequently reviews data to inform PLC area of focus</p> <p>Tags: Math, Core Instruction, Professional Learning, Data</p>	ILT Facilitator, AP T&L	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ produce projected and diared curriculum maps for all teachers, all contents</p> <p>Tags: Math, Core Instruction, Professional Learning, Professional Learning, Instruction, Curriculum</p>	Curriculum coordinator	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ Curriculum Mapping Leadership Team provides consistent and timely feedback for all maps</p> <p>Tags: Math, Core Instruction, Professional Learning, Instructional practices</p>	CMLT	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ Curriculum Coordinator creates intervention system for teachers who are struggling and provides supports</p> <p>Tags: Math, Core Instruction, Professional Learning, Instructional Coaching</p>	Curriculum Coordinator	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ Quarterly map reviews with a focus on TIA</p> <p>Tags: Math, Core Instruction, Professional Learning, Teacher Teams/Collaboration, Tia</p>	Curriculum Coordinator	Mar 31, 2016	Jun 30, 2017	On-Track
<p>✦ Teachers will review maps at the end of the year to uncover gaps and redundancies in instruction in order to create master and consensus maps.</p> <p>Tags: Math, Core Instruction, Professional Learning, Cycles of professional learning</p>	Curriculum Coordinator	Jun 1, 2016	Sep 9, 2016	Not started
<p>✦ Continue coaching with Doug VanDyke (consultant from NCS) who works directly with Curriculum Mapping Leadership Team and Curriculum Coordinator to provide feedback on curriculum mapping guidelines and next steps</p> <p>Tags: Math, Core Instruction, Professional Learning, Professional Learning, Teacher Teams/Collaboration</p>	Curriculum Coordinator	Mar 31, 2016	Jun 30, 2017	On-Track
<p>✦ ILT organizes quarterly peer observation cycles for individual teachers (who have identified their questions, concerns, or desires to learn about specific instructional methods); and all Hancock teachers have signed up to observe a peer with a rationale and a plan to implement learning outcomes (and to share feedback via PQS)</p> <p>Tags: Math, Core Instruction, Professional Learning, Tia, Cycles of professional learning</p>	ILT, Department Chairs, teachers	Sep 6, 2016	Jun 30, 2017	Not started
<p>✦ Admin follows-up with teachers during pop-in observations to see the implementation of the new methods, learning outcomes in teacher's instruction</p> <p>Tags: Math, Core Instruction, Professional Learning, Instructional practices</p>	Admin	Sep 5, 2016	Jun 30, 2017	Not started
<p>✦ Adopt math instructional units from the Chicago Public Schools Math Department</p> <p>Tags: Math, Core Instruction, Professional Learning, Math</p>	Math Department Chair, Curriculum Coordinator, AP T&L	Mar 31, 2016	Jun 30, 2017	On-Track
<p>✦ Adopt a new textbook series using guidelines from the Chicago Public Schools Math Department</p> <p>Tags: Math, Core Instruction, Professional Learning, Math</p>	Math Department Chair, Curriculum Coordinator, AP T&L	Mar 31, 2016	Sep 2, 2016	On-Track
<p>✦ Conduct an item analysis of PSAT problems from 2015-16 assessment, and align findings with DDI benchmark data to identify targeted CCSS for 2016-17.</p> <p>Tags: Math, Core Instruction, Professional Learning, Math, Benchmark progress monitoring, Mathematical practices</p>	Math Department Chair, English Department Chair	Mar 31, 2016	Jun 30, 2016	Not started
<p>✦ Provide guided practice on skills students are deficient through Khan Academy</p> <p>Tags: Math, Core Instruction, Professional Learning, Math</p>	Math Department Chair	Mar 31, 2016	Jun 30, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Hire additional social worker Tags: Math, Core Instruction, Professional Learning, Climate and Culture, Community schools, Differentiated instruction</p>	AP Climate and Culture	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ All teachers take part of sample SAT, jigsaw results, and share insight Tags: Math, Core Instruction, Professional Learning, Math, College Access and Persistence, Cognitive demand, English language arts, Collaborative review</p>	AP Teaching and Learning	Jul 1, 2016	Sep 3, 2016	Not started
<p>✦ Purchase PSAT for 10th and 11th graders as pre-test in October to provide guidance for SAT as well as determine AP aptitude Tags: Math, Core Instruction, Professional Learning, Math, College Access and Persistence, Assessment design, English language arts</p>	AP Teaching and Learning	Jul 1, 2016	Nov 1, 2016	Not started
<p>✦ biweekly grade pulls, analyze the data by subgroups (males, SPED, and ELL), and share this data in grade level teams Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, MTSS, Diverse Learners, English Learners, Intervention, Data Use</p>	On-Track Coordination	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ On-Track Coordinator will work with grade level leads to plan biweekly grade level team meetings where data is shared and analyzed by team members. Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Data</p>	On-Track Coordinator Grade Level Leads	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ Hold follow up mission and vision meetings to continue review and refinement of mission vision statements to share with stakeholders Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Climate and Culture</p>	Admin	Jun 1, 2016	Aug 26, 2016	On-Track
<p>✦ Devote B-2-S PD time to review draft, revise, and confirm final mission/vision statements with Hancock Community. Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Climate and Culture</p>	Admin	Jun 1, 2016	Sep 9, 2016	Not started
<p>✦ Design new teacher support system, partner with teacher-leader Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Professional Learning, Climate and Culture</p>	AP T&L	Jun 1, 2016	Jun 30, 2017	Not started
<p>✦ Hold new teacher orientation, then monthly orientation after Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Professional Learning</p>	AP T&L	Aug 19, 2016	Jun 30, 2017	Not started
<p>✦ Teacher focus groups to determine root cause of lack of teacher to teacher trust Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Trust</p>	Admin, ILT	Jul 1, 2016	Aug 19, 2016	Not started
<p>✦ During B-2-S PD, use outcomes of focus groups and root cause analysis to provide cross disciplinary time for interdisciplinary instructional development Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Instructional practices</p>	Admin, ILT, Grade Level Teams	Aug 1, 2016	Sep 2, 2016	Not started
<p>✦ Implementation of four forums during Academic Lab, in which interdisciplinary teams of teachers provide lectures, seminars on joint topics that align with both course sequences Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Teacher Teams/Collaboration</p>	ILT, teacher teams	Sep 6, 2016	Jun 30, 2017	Not started
<p>✦ analyze behavioral data at biweekly SAS meetings to inform planning, implementation of relational supports. Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Climate and Culture, Restorative approaches</p>	AP C&C, Dean of Students	Mar 31, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Identify most prevalent high level behaviors</p> <p>Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Behavior and Safety</p>	AP C&C, Dean of Students	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ Identify the behavioral recidivists and the interventions attempted with each student by incident. Did it work and how do we know?</p> <p>Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Data</p>	AP C&C, Dean of Students, School Counselors, Social Workers,	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ Identify external professional partners to intervene to support student behaviors that go beyond school capacity</p> <p>Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Behavior and Safety, Restorative approaches</p>	School Counselors, Social Workers, Dean of Students, AP of C&C	Mar 31, 2016	Jun 30, 2018	Not started
<p>✦ Conduct professional learning cycles around best practices regarding student motivation, building strong interpersonal relationships with males, diverse and English learners.</p> <p>Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Cycles of professional learning</p>	On-Track Coordinator, Grade Level Team Leads, Teacher leaders	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ Measure the effectiveness of current student incentives (e.g., senior expectations) through the amount of positive change the incentive enabled</p> <p>Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Interventions, Differentiated instruction</p>	AP C&C, Dean of Students, SAS Team	Mar 31, 2016	Jun 30, 2016	Not started
<p>✦ For our incoming freshman we will focus during orientation to sign up about 80% on Parent Panel</p> <p>Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Family and Community Engagement</p>	Parent Coordinator, Parent Panel	Mar 31, 2016	Aug 31, 2016	Not started
<p>✦ Provide connections parents during PD so that tracking student progress is part of planned activities</p> <p>Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Family and Community Engagement</p>	Parent Coordinator, Parent Panel	Mar 31, 2016	Jun 30, 2018	Not started
<p>✦ Provide social/emotional services through BAM & WOW for students</p> <p>Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Interventions</p>	Youth Guidance BAM/WOW Counselors, AP C&C, YG Resource Coordinator	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ Create Academic Lab team to design systems and structures for bi-weekly in school time for students to receive direct help from teachers, implement interventions (BAM, WOW) and allow for teacher office hours)</p> <p>Tags: Literacy/Reading, Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Instruction, Cycles of professional learning, Climate and Culture, Differentiated instruction, Enrichment, Behavior supports, Academic supports</p>	AP T&L, AP C&C, Academic Lab Team	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Approve modified A/B block (Academic Lab) bell schedule</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning, Climate and Culture</p>	Admin, PPLC	Mar 31, 2016	May 1, 2016	On-Track
<p>✦ Program teachers so that department, course team meetings happen during Academic Lab; program teachers so that all teachers hold office hours; program staff so that common areas, designated academic lab areas are staffed appropriately</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning, Teacher Teams/Collaboration, Personalized Learning, Interventions</p>	Admin, scheduler	Mar 31, 2016	Sep 30, 2016	On-Track
<p>✦ Increase parent portal usage for college-going behaviors by providing PD for parents on how to monitor and what to look for</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning, Family and Community Engagement</p>	Parent Coordinator, Principal, On-Track Coordinator	Mar 31, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ workshops for families at least once a month in regards to academics, social/emotional, & college readiness</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning, College Access and Persistence, Family and Community Engagement</p>	Parent Coordinator, Parent Panel, AP T&L	Mar 31, 2016	Jun 30, 2018	Not started
<p>✦ Partner up with GEAR UP to facilitate college readiness workshops/ academics</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning, College Access and Persistence, Family and Community Engagement</p>	Parent Coordinator,	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ Invite student to join post-secondary leadership team</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning, College Access and Persistence, Family and Community Engagement</p>	Counselor	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ Create tracking tool to monitor senior post-secondary plans</p> <p>Tags: Core Instruction, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning</p>	Department Chair, AP of T&L	Mar 31, 2016	Jun 30, 2018	On-Track
<p>✦ Look student data to determine attendance trends for the class of 2017.</p> <p>Tags: Attendance, Analyze data, Attendance plan</p>	AP C.C. Counselor Dean of Students	Sep 6, 2016	Oct 31, 2016	Not started
<p>✦ Devise incentives to sustain and improve attendance for our seniors who have a 90 to 100% attendance rate.</p> <p>Tags: Attendance, Attendance, Motivation, Celebrate</p>	AP C.C. Counselor Dean of Students	Sep 6, 2016	Jun 30, 2017	Not started
<p>✦ Devise interventions and incentives for to improve the attendance for the students who are in the 80 to 89% attendance rate.</p> <p>Tags: Attendance, Attendance, Motivation, Differentiation, Celebrate</p>	AP C.C. Counselor Dean of Students	Sep 6, 2016	Jun 30, 2017	Not started
<p>✦ Intervene with students who have a 0 to 79% attendance rate.</p> <p>Tags: Attendance</p>	AP C.C. Counselor Dean of Students	Sep 6, 2016	Jun 30, 2017	Not started

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.

NCLB Program

NCLB 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.

NCLB 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

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

Regular LSC, NCLB (PAC), Post Secondary, and Parent Panel meetings are held every month. The Parent Panel is composed of Administration, Parent Coordinator, parents and in-school community partners (Gear-up, Youth Guidance). Here parents are encouraged to demonstrate their knowledge and skills and are provided the opportunity to serve in many different ways by providing input regarding strategies and ideas that enhance the educational process at Hancock while increasing parent's skills and confidence to lead. Parent Panel also reviews parent programs, growth in parental involvement, and ensures we are on-track to meet our goals. We have an active Bilingual Advisory Council (BAC) that holds 5 meetings during school year. Hancock works with GEAR UP and Youth Guidance -- both funded through multi-year grants -- that provide college readiness, college tours, parent support, book club, social emotional, leadership training and workshops through "Parent University". Twice-yearly, (or as many times necessary) "Coffee with the Principal" meetings are held to increase two-way communication between school and home. Fall and Spring Open Houses allow community, parents, and future students to learn about our curricula, our facilities, and school policies and practices. Parents are notified of each of these meetings through a variety of methods: phone blasts through our auto-dialer system, postings on our school main doors and lobby, school mailings, postings on our school website, through personal telephone calls to the home, and Remind101 text/email notifications. All information is distributed or relayed in two languages: English and Spanish.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

A Curriculum Night was held on October 1, 2015 to share with parents NCLB programs, their rights to participation, and advise them of the PAC and BAC meetings as well as the LSC schedule. We held an Open House for prospective selective enrollment students and their families on October 24, 2015. Our Parent University is offered via monthly meetings by our GEAR UP/Youth Guidance partners to support college-going and financial literacy, and our Parent Panel meets monthly to oversee these efforts. We regularly send parents to the Network 8, Southwest Side Title I/PLN Collaborative meetings, and Parents attend Youth Guidance and GEAR UP Parent Leadership Conference. Further, parents will attend the Annual Statewide Bilingual Conference in May. Parents are notified of each of these meetings through a variety of methods: phone blasts through our auto-dialer system 48 hours in advance to encourage participation, postings on our school main doors and lobby, school mailings, a parent calendar linked to the home page of our school website, through personal telephone calls to the home, and Remind101 text/email notifications. All information is communicated in both Spanish and English. Hancock's PAC Annual Title I Informational meeting was held on September 17, 2015, and our Title I PAC Organizational meeting held on October 15, 2015. In 2016-2017, we project that the PAC Annual Title I Informational meeting will be held on September 22, 2016 and our Title I Organizational meeting will be held on October 20, 2016.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Flyers, posters, notices on the Website, Marquee, in the Daily Announcements for students, and phone blasts created to prepare our Curriculum Nights and Open Houses describing and listing Title 1 programs (such as AP, 9th period recovery, Aventa, and On-Track) available to Hancock students. Prospective selective enrollment families visited classrooms and attended workshops during our fall and spring Open Houses to learn about curriculum and student progress monitoring and support. Parent Portal workshops (increasing active parent participation in the Portal is a goal of 2017) with parents monitor and thus support student progress. "Coffee with the Principal" will allow for more specific concerns to be addressed about the school's NCLB programming. The school's parent activity calendar is posted and regularly updated on the school's website. LSC, PAC, BAC, and GEAR-UP parent meetings will allow for parent concerns to be addressed monthly. All information is provided in Spanish and English.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

The school will collaborate with parents to ensure that decisions about their children are shared between school, home, and the student. "Coffee with the Principal" allows for more specific concerns to be addressed about the school's NCLB programming. The school's parent activity calendar is posted and regularly updated on the school's website. The principal participates in all PAC, BAC, and LSC meetings with both structured presentations (examples include State of the School, PARCC testing, Attendance, Bs or Better) as well as Q/A periods. These suggestions, questions, and concerns are included as follow up at the next meetings. We have a PAC suggestion box, and the PAC chair and principal meet to address suggestions prior to monthly meetings when the principal's presentation is planned.

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.

Copies of student's performance on State assessments will be mailed to parents with explanations in both Spanish and English.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parents of students who are being taught by a teacher who is not highly qualified in that content will be notified by letter in both Spanish and English (currently does not apply).

Schools will assist parents of participating NCLB 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.

We will distribute a pamphlet in Spanish and English with parents during our fall Open House to share information about the Common Core State Standards as well as the College Readiness Standards, and the school's progress in backmapping all curricula to embed both sets of standards. We will discuss the Interim Assessments, and any other student achievement scores (reading Lexiles, for example). PARCC and ACCESS testing were featured presentations during PAC and BAC meetings (respectively) during 2016. Next year's focus will expand to the SAT.

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

Parents are able to take Parent University education classes at the school; these courses include financial literacy and planning, parenting, student mental health. In addition, workshops are held bi-annually to train parents on using the Parent Portal so that they can access their child's grades and attendance; parents have told us this is one sure way to get the parent involved with their son or daughter's academic progress. Parents are also trained on how to use the school website to find important dates and events.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

All staff will participate in a year-long PD that addresses the improvement of Hancock's climate and culture. An integral part of that is learning how best to partner with an individual student's parent or guardian. This will support the implementation of culturally congruent instruction, outreach, and collaboration with parent and child.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

PAC is focused on providing workshops that will help parents understand adolescence in every perspective and why it is a very critical period of development for their children. By providing these workshops we hope that parents have a better understanding of parenting so they can contribute to a healthier outcome in their child's development to adulthood. Our Annual Family Literacy Nights will provide explicit workshops and seminars on reading with an adolescent child, and how to support academic habits of mind (scheduled for June 8, 2016). Semesterly "Coffee with the Principal" sessions encourage parent questions and participation. Our Postsecondary Team works closely with the GEAR-UP parent programs to support parent/student college visits, FASFA completion, and financial planning.

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

All communication from the school to the home (via phone blast or hard copy) is in both Spanish and English. Our website now includes a parent section which is published both Spanish and English.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement 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

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.)

Our vision is to be a student-focused learning community where all stakeholders collaborate to prepare all students for college and post-secondary endeavors.

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.

Two report card pick-ups will be held; one in fall after the first ten weeks and one in spring after the first 30 weeks. We also hold a Curriculum Night during the third week after school starts. Spring and Fall Open Houses are held as well for future students. Informal conferences occur as necessary at the convenience of the parent and teacher.

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

Parents receive a PIN to the Parent Portal so that they can access their child's grades and attendance at any time. In addition, parents receive eight grade reports (4 five-week progress and 4 quarterly grade reports), with two requiring a face-to-face conversation with that child's teachers. The five-week progress reports also include individual student BAG (Behavior, Attendance, Grade) reports.

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

Parents may leave voicemail messages for individual teachers, as well as emails via the Parent Portal, and school website. In addition to face-to-face conversations during Report Card Pick-Up, parents can make appointments to see teachers before or after school, or when appropriate during the school day. Parents should look on the school website at www.hancockhs.org for most current staff information.

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

We have an open access policy. Parents may shadow students upon making an appointment at the Main Office. Parent volunteers are recruited to support school initiatives. Parents volunteer in the school to support our On-Track grade level teams, in the counseling, discipline, and main offices, and to help with attendance initiatives. Our Parent Panel has created a parent volunteer sub-committee, and our Parent Coordinator is working with both Hancock staff and parent volunteers to expand the role of volunteers past single events and chaperons. In 2015-16, we created a Hancock Booster Club, whose focus is fundraising to support school needs. We have committed to creating a 501(c)3 non-profit "Friends of Hancock" in 2016-17.

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

Parents volunteer to support 9th period recovery classes. A parent presentation with handouts in English and Spanish occurs yearly to help parents support students' academic success. Attendance reports, phone calls, and conferences occur to help parents monitor attendance, and partner with the school to implement appropriate interventions.

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 are invited to LSC, PAC, BAC, Parent University, Youth Guidance, and GEAR-UP, Parent Panel meetings, as well as community for our Open Houses, Curriculum Nights, and "Coffees with the Principal".

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

Students will learn the impact of attendance and grades on their success in high school through school-wide On-Track and Attendance incentives. 9th -- 12th grade teams meet to review student academic and attendance data and implement explicit strategies to address failing students. Our "Eagles Excel" program trains students on how to consistently implement school behavioral rules in a positive way. Discipline in the Secondary Classroom is a classroom management strategy that is embedded into the curricula to ensure that instructional transitions are smooth and orderly, and that the classroom rituals and routines become ingrained academic habits for students. Award assemblies and other initiatives reward positive behaviors and motivate students and faculty/staff to improve attendance and other key performance indicators.

Parent Budget

Complete

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

To inform parents/community members of their rights, services, and support offered by CPS and John Hancock College Prep. To connect parents with community resources and continue to provide monthly meetings to inform parents of pertinent information through community organizations, CPS, and John Hancock College Prep, especially our support for academic learning at school and home through the various parent workshops like "Parent University" classes along with parent workshops that equip the parents with leadership, social-emotional, general parenting of adolescents, and health skills. This parent training enhances their ability to support their child's educational experiences and improve positive school outcomes.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	\$ Amount .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.	\$ 1396 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 500 .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)	\$ 2000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 2000 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 500 .00
53510	Postage Must be used for parent involvement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 6396 .00