Robert Healy Elementary School (/school-plans/203) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Wendy Zhou	Kindergarten Grade Level Lead	wzhou1@cps.edu	Has access
Sitha Chhor	1st Grade Level Lead	schhor@cps.edu	Has access
Margo Nakayama	2nd Grade Level Lead & Gifted Teacher	mnakayama@cps.edu	Has access
Kellie Sorrell	3rd Grade Level Lead & Gifted Teacher	kasorrell@cps.edu	Has access
Colleen Dennehy	4th Grade Level Lead	cmdennehy@cps.edu	Has access
Luisa Santos	5th Grade Level Lead & Gifted Teacher	lvsantos@cps.edu	Has access
Eva Nielsen	6th Grade Level Lead	eenielsen@cps.edu	Has access
Katie Zwierzynski	7th Grade Level Lead & Gifted Teacher	kabrasher@cps.edu	Has access
James Macchione	8th Grade Level Lead	jjmacchione@cps.edu	Has access
Jean Hickey	Special Education Teacher & Department Chair	jmhickey@cps.edu	Has access
Rocio Arellano	Bilingual Teacher & Department Chair	rcarellano@cps.edu	Has access
Jennifer Blue	Art Teacher & Ancillary Department Co-Chair	jlpick@cps.edu	Has access
Heather Scanlon	PE Teacher & Ancillary Department Co-Chair	hmscanlon@cps.edu	Has access
Miguel Prieto	Healy LSC President	prietolawoffice@gmail.com	Has access
Thomas Higgins	Healy LSC Member	tjhiggins@cps.edu	Has access

Kelly Hopp	Healy LSC Member	kahopp@cps.edu	Has access
Jack Liu	Healy LSC Member	jackliu168@hotmail.com	No Access
Jennifer Macchione	Healy LSC Member	jmaccione@wttw.com	No Access
Lou Gaal	Healy LSC Member	ljgaal@cps.edu	Has access
Nancy Mai	Healy LSC Member	jillianmwu@yahoo.com	No Access
Simon Shiu	Healy LSC Member	sshiu@hotmail.com	Has access
Jack Salzman	Healy LSC Member	jack@salzassoc.com	Has access
Elizabeth Nessner	Healy Principal	EANessner@cps.edu	Has access

Team meetings

Date	Participants	Topic
01/21/2016	ILT Members	Introduction to CIWP
01/25/2016	All teachers in Grade Level Team Meetings	Initial thoughts on possible priorities for Healy's 2016-2018 CIWP
02/03/2016	ILT Members	Creating a plan for gathering evidence for SEF
02/18/2016	ILT Members	Begin the SEF (entering evidence, collaborating around determining a rating)
02/22/2016	All teachers in Grade Level Team Meetings	Share evidence with teachers during grade level team meetings; collect additional evidence/perspectives
03/03/2016	ILT Members	Peer review evidence and provide preliminary ratings
03/14/2016	All teachers in Grade Level Team Meetings	Review ratings; begin to define priority areas
03/24/2016	ILT Members	Finalize SEF & define priority areas
03/24/2016	LSC Members	Share SEF & priority areas with LSC; solicit feedback
04/07/2016	ILT Members	Begin to develop strategies & create action plans to support 3 main priority areas
04/25/2016	All teachers in Grade Level Team Meetings	Share draft strategies & action plans; solicit ideas and feedback from all teachers

04/28/2016	ILT Members	Finalize strategies & work on action plans
05/04/2016	ILT Members	Work on action plan
05/05/2016	ILT Members	Work on action plan
05/09/2016	All teachers in Grade Level Team Meetings	Share action plan with all teachers; solicit feedback and ideas
05/12/2016	ILT Members	Finalize draft of action plans
05/17/2016	LSC	Share final draft of CIWP with LSC before submitting

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

> • On the 5 Essentials, Collective Responsibility earned 66/100 (Teachers share a strong sense of responsibility for student development, school improvement, and professional growth).
> • On the 5 Essentials, Collaborative Teachers earned 72/100 points (Teachers observe each other's practice and work together to review assessment data and develop instructional strategies).
> • On the 5 Essentials, Teacher Influence earned 56/100 points (Teachers have influence in a broad range of decisions regarding school policies and practices).
> • On the 5 Essentials, School Commitment earned 79/100 points (Teachers are deeply committed to the school
> • Healy's vision and beliefs and commitment to excellence are showcased
> • Healy website showcases successes around attendance and achievement and are consistently updated.

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 3 **4**

• The school's ILT consists of a teacher-leader representative of each grade level team or department, including special education, bilingual, and 2 ancillary teacher-leaders, and members of administration (16 members).
• Members of the ILT facilitate communication between grade level teams and administration, often times leading conversations with their grade level teams during weekly meetings and returning to ILT meetings as a representative for their grade level
• Meeting dates are not always consistent (met once every 2 months during Semester 1, but meeting more consistently in S2).
• Members of the ILT met with grade level teams to discuss the Framework for the CIWP and then translated that information into measurable goals.
• ILT meetings are used to share ideas, although there is not regular consistency in carrying those ideas to plan (i.e., peer observations, supporting ILT members in facilitating meetings and teams)
• On the 5 Essentials, Collaborative Teachers earned 72/100 points (Teachers observe each others' practice and work together to review assessment data and develop instructional strategies). Collective Responsibility earned 66/100 (Teachers share a strong sense of responsibility for student development, school improvement, and professional growth).

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

Suggested Evidence	✓ 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

> • Teachers and staff are encouraged to let administrators know what topics they would like more professional development on. The Staff Website provides an easily accessible method to submit professional development requests which are promptly reviewed by administration.
> • Teachers are encouraged to observe each other's practices, but there has not been a formal structure in place this year to do so.
> • Teachers collaborate with each other. Teachers work together to review assessment data and develop instructional strategies and interventions based on assessment data.
> • Teachers lead professional development sessions in their areas of expertise and share their knowledge in both organized pd sessions as well as often impromptu or informal sessions that arise in grade level or staff meetings.
> • On the 5Essentials Survey, teachers rated Quality Professional Development 80/100 (Professional development is rigorous and focused on student learning).

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

Suggested Evidence	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
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	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**

- Common prep time everyday for all grade levels
- Two Reading interventionist - grades K-2 and 3-5
- New math curriculum (Go Math) adopted in the 2015-2016 School Year
- New science curriculum (Science Fusion & Interactive Science in the 2016-2017 School Year)
- School pays for 2 special education teachers to reduce case load
- Buy supplies and materials that teacher's request to enhance learning (chromebooks, iPads, computers, manipulatives)
- Additional teacher aids in K, 1, and 3rd grade classrooms to support large class sizes
- RTI structured into each school day to support student learning needs

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

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

• Each Grade level meets to plan quarterly scope and sequence that are aligned to common core standards, but not all content area teams across grade levels
• Quarterly plans include thematic goals integrated with essential questions that lead to higher order thinking.
• Reading selections are pulled from exemplar common core texts.
• Special Education and Bilingual Teachers meet regularly to discuss goals and common strategies to ensure the success of diverse learners.
• Teachers integrate Webb's Depth of Knowledge into lesson planning to meet diverse intellectual needs.
• Teachers understand what students are expected to master by the end of each grade level.
• Gifted education teachers meet regularly to share professional development and to work on vertical alignment.
• Currently, there is a need for vertical alignment meetings across grade levels within similar content areas
• Need to integrate social emotional learning
• meeting the needs of diverse learners
• Need for common writing curriculum and science curriculum

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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	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**

> Core instructional materials are mirrored between teachers of the same grade/course but are varied between grade levels. Instructional materials consist of textbooks that are aligned to Common Core State Standards. For example, K-5 uses Reading Street Series for Language Arts and 6-8 uses Prentice Hall Series which are both published by Pearson and have an online component. Teachers supplement instructional materials based upon individual needs, goals and standard alignment. In addition, teachers utilize instructional support materials such as varied texts and supplemental media. Administration and teachers provide students with various technology platforms that are aligned to individual need: Think Through Math (TTM), Compass Learning, Thinkcerca, Learnstorm by KhanAcademy, Lexia and MIMIO technology. Each grade level team is given a ChromeBook cart and iPad cart to use to enhance individualized instruction.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning**

and expression of knowledge.
- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School 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

> During semester 1, teams collaborated during weekly grade levels to examine the depth of knowledge and taxonomy of the tasks they are assigning.
> Teachers regularly discuss NWEA data, goals, trends and tasks that increase student achievement.
> Teachers include projects that allow student to use multiple intelligences and differentiated approaches to meet the objectives.
> Examples include: History Fair, Science Fair
> Teachers include common core aligned rubrics to assess writing.
> Teachers understand what students are expected to master by the end of each grade level.

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)). 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	✓ 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	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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**

As an elementary school, we have more of a need for getting our students into an excellent high school, rather than having college visits. To that end, we have an annual high school fair that is central to the belief that every student deserves to go to an excellent high school. WIth that tenet in mind, Healy was the largest feeder to Chicago's highly competitive high schools. Our high school fair attracted visits from multiple selective enrollment schools, numerous IB programs, as well as all of the major Charter Schools in the city.

Upper grade teachers have met with teachers from several selective enrollment schools to discuss academic expectations of incoming students.

Furthermore, the principals from Jones, Payton, and Whitney Young have either already visited or are scheduling visits to meet with the outgoing 7th grade class to recruit our 7th graders and to let them know the importance of remaining focused on their long-term goals.

All 7th Grade students and teachers attended a program on selective enrollment high schools at Whitney Young.

Administration meets with every 6th, 7th and 8th grade students individually to discuss grades, test scores, and possible high school options.

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.

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**

> Healy School has Nationally Board Certified teachers who mentor new staff.
> There are many teachers with advanced degrees who bring their expertise and ideas to grade level meetings.
> Teachers include units that are thematically aligned throughout the curriculum.
> REACH - majority of our teachers are proficient or distinguished

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	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	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

Need for PD focused on MTSS which includes a review of what it is and what Tier 1, Tier 2 and Tier 3 interventions look like.
Sometimes during Grade Level Meetings discussions about what is or is not working related to RtI.
BoY demonstration of Easy CBM, a progress-monitoring program that administers assessments, identifies strengths and weaknesses and collects data regarding students response to interventions.
Teachers have access to MTSS Folders that include a list of best practices and strategies to use for academic and behavioral interventions, but it can be difficult to track and manage.
The MTSS Folders also include data collection and progress monitoring forms that need to be completed to pass on to future teachers or to present a case for a Special Education Evaluation.
Flexible Learning Environments allow students to participate in large and small group learning activities, partner work and independent practice.
Teachers and administration use On Track Data table to track a student's attendance, test scores and grades and various supports the student receives.
Many teachers do not know what MTSS is.
Need for additional supports for diverse learners and bilingual students whose scores trail those of their peers.
Need for school-wide SEL learning plan.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 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

• BoY, MoY, and EoY NWEA test measures student progress throughout the year and from one year to the next
• Teachers use classroom formative assessments on a regular basis to gauge student learning towards mastery of daily and unit objectives
• Compass Learning is used to provide students with exposure to NWEA-type questions and provides teachers with opportunity to measure student progress
• There is a common grade scale used throughout the school
• Gradebooks reflect different "set-ups" (categories, point values, etc) across and within grade levels.

Guide for Balanced Assessment & Grading

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

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**

The school has a culture of high expectations around NWEA growth. Posters with student data are posted outside each homeroom; students can track their growth from the beginning of the year, to winter scores, and find their goal columns for spring. Homeroom teachers help students be aware of their scores and goals.

According to the Five Essentials Survey, Healy students feel like our instruction is not sufficiently ambitious as we are rated in the neutral category; Healy students feel that teacher questioning, questioning on tests and the level at which teachers expect students to think could be more ambitious.

The school sets high goals around attendance, rewarding classrooms with the highly monthly attendance and individual students who have perfect attendance in a given month. Individual students whose attendance improves from one quarter to the next are recognized for their improvement. Students who are consistently absent are targeted by the administration and parents are called in and informed about the research around attendance and school success.

The school has a student of the month program that recognizes high achieving students on a monthly basis. Students are chosen based on both their academic efforts and their citizenship.

Guide for Culture for Learning
- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
    - Use strategies to reinforce and cultivate student curiosity.
    - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
    - Consistently communicate the expectation that all students can achieve at high levels.
    - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
    - Clearly display school-wide expectations for academic and personal success throughout the building.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
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**

> The school earns a strong rating on the Five Essentials Survey in the Collaborative Teachers category.
>
> On the other hand, the school has room for growth in the supportive environment category on the Five Essentials Survey. Students, in particular, gave the school lower ratings on academic personalism.
>
> Teacher:student mentor program

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even

when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

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**

> Students have myriad opportunities to suggest, develop and participate in extracurricular activities. With the advent of the very first Healy Student Council during the 2015-2016 School year, several vital and exciting new programs have been implemented.
>
> Healy has a continuous history of extracurricular activities put together with student input--these include the twice yearly Middle School dances, the annual Spring Clean and Green, the annual participation in the Chicago Chinese New Year Parade as well as the boys and girls basketball and volleyball teams.
>
> The implementation of the student council has allowed even more direct student input into what goes on at the school. The addition of a suggestion box has spurred several new clubs during the 2016 academic year including the Chess Club and the formation of the Debate Club
> Student run school paper
>
> The re-institution of the annual 8th grade Washington DC trip has given the students the opportunity to experience US History first hand. This three day, two night trip is a high point of the year for the outgoing class and exposes students to not only a firsthand look at the inside of the Chambers of Congress, but also the chance to see their education and their teachers in a whole new light.
>
> Per the Student Council's suggestion, a new "Healy Store" was formed. From the initial seed of the idea to the implementation and running of the store, each facet has been facilitated by Healy students. The money raised from selling often needed school supplies is funneled directly into the school's fundraising opportunities.
>
> Most significantly, though, is the spirit of giving back that truly shows the emotional breadth of our students. For the first time, Healy undertook a three week

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	✓ 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**

Three security guards between the two buildings. Cameras both inside the buildings and outside on the playground. The students have i.d. badges. All Classrooms lock from the inside. Visitors must get a picture i.d when entering the building. Main doors must be accessed by code only. All classrooms have safety and security binder with specific emergency exit plans. Each classroom has red and green light to communicate during emergencies.

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:

Score

1 2 **3** 4

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

• Teachers, Dean of Students, and Administrators follow Student Code of Conduct
o Parents and students are made aware of the Student Code of Conduct (behavior expectations and consequences) at the beginning of the year
o Students have classroom discussions reviewing some of the more common elements.
• Primary teachers have expressed a need for a clearer discipline protocol in the Annex building
• Out-of school suspensions are used as a last resort
• Teachers and staff identify at-risk students to participate in mentor program. Teachers volunteer and mentor students throughout the year, keeping students on track academically, socially, behaviorally, and emotionally.
• Teachers log incidents into "Student Logger." This allows teachers and administrators to track behavior and look for behavior patterns.
• Staff establishes and maintains a safe and welcoming school environment.
• The Middle School takes a proactive approach and often uses the advisory period to have guest speakers, address common student issues, and provide students with a forum to address their problems through discussion.

Guide for Restorative Approaches to Discipline

- o **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.
- o **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.
- o **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) ✓ 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:

Score

1 **2** 3 4

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.

- Parents can support the school through the parent organized 501(c)3 organization, the Healy Stars.
- Parents volunteer in the classrooms and for school activities.
- There are monthly BAC/PAC meetings.
- Healy uses a Healy School App, Facebook page, website and Twitter to keep parents and families informed.
- There is a monthly Healy Newsletter and online, student-created Healy newspaper.
- Hundreds of parents and families come to Back-to-School BBQ
- Same small group of parents volunteering for events
- Teachers have expressed a decrease in parental support, possibly due to opportunities, knowledge, resources.

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	[1] 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1 [2] 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 [3] 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 [⊘]
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 [⊘]
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 [⊘]
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 [⊘]
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 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	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 [⊘]
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 [⊘]
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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: Safety & Order	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 (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Since the Norm has changed dramatically as a result of more reliable data added to the 2015 Norms, we expect our growth numbers to go down a little bit. It is more difficult to be in the outliers (above 90%ile) because of the new norms.	98.00	98.00	95.00	95.00
National School Growth Percentile - Math				
Since the Norm has changed dramatically as a result of more reliable data added to the 2015 Norms, we expect our growth numbers to go down a little bit. It is more difficult to be in the outliers (above 90%ile) because of the new norms.	92.00	99.00	95.00	95.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Since the Norm has changed dramatically as a result of more reliable data added to the 2015 Norms, we expect our growth numbers to go down a little bit. It is more difficult to be in the outliers (above 90%ile) because of the new norms.	64.90	*(Blank)*	68.00	70.00
African-American Growth Percentile - Reading				
Does not apply	*(Blank)*	*(Blank)*	99.00	99.00
Hispanic Growth Percentile - Reading				
Since the Norm has changed dramatically as a result of more reliable data added to the 2015 Norms, we expect our growth numbers to go down a little bit. It is more difficult to be in the outliers (above 90%ile) because of the new norms.	96.00	91.00	90.00	91.00
English Learner Growth Percentile - Reading				
Since the Norm has changed dramatically as a result of more reliable data added to the 2015 Norms, we expect our growth numbers to go down a little bit. It is more difficult to be in the outliers (above 90%ile) because of the new norms.	*(Blank)*	91.00	90.00	91.00
Diverse Learner Growth Percentile - Reading				
We expect our DL to maintain their reading growth and to increase it in 2017-2018 as our teachers become more knowledgeable about the new norms	78.00	91.00	90.00	92.00
African-American Growth Percentile - Math				
Does Not Apply	*(Blank)*	*(Blank)*	99.00	99.00
Hispanic Growth Percentile - Math				
Since the Norm has changed dramatically as a result of more reliable data added to the 2015 Norms, we expect our growth numbers to go down a little bit. It is more difficult to be in the outliers (above 90%ile) because of the new norms.	61.00	90.00	90.00	91.00
English Learner Growth Percentile - Math				

Since the Norm has changed dramatically as a result of more reliable data added to the 2015 Norms, we expect our growth numbers to go down a little bit. It is more difficult to be in the outliers (above 90%ile) because of the new norms.	*(Blank)*	99.00	95.00	95.00

Diverse Learner Growth Percentile - Math

We expect our DL to continue growing at a faster than a typical rate.	17.00	52.00	55.00	60.00

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

Since the Norm has changed dramatically as a result of more reliable data added to the 2015 Norms, we expect our growth numbers to go down a little bit. It is more difficult to be in the outliers (above 90%ile) because of the new norms.	97.00	99.00	95.00	95.00

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

Since the Norm has changed dramatically as a result of more reliable data added to the 2015 Norms, we expect our growth numbers to go down a little bit. It is more difficult to be in the outliers (above 90%ile) because of the new norms.	99.00	99.00	95.00	95.00

National School Attainment Percentile - Reading (Grade 2)

Since the Norm has changed dramatically as a result of more reliable data added to the 2015 Norms, we expect our growth numbers to go down a little bit. It is more difficult to be in the outliers (above 90%ile) because of the new norms.	95.00	96.00	95.00	95.00

National School Attainment Percentile - Math (Grade 2)

Since the Norm has changed dramatically as a result of more reliable data added to the 2015 Norms, we expect our growth numbers to go down a little bit. It is more difficult to be in the outliers (above 90%ile) because of the new norms.	99.00	99.00	95.00	95.00

% of Students Making Sufficient Annual Progress on ACCESS

We expect our ELL to continue growing at a faster than a typical rate. Our goal is to have 70% of our students making adequate growth on the ACCESS test by 2018.	52.50	61.30	65.00	70.00

Average Daily Attendance Rate

Maintain attendance above 96%	96.40	96.70	96.50	96.50

My Voice, My School 5 Essentials Survey

Well-Organized	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
create a clear school-wide MTSS program/plan/protocol and develop a MTSS Leadership Team	• Academic growth in the Bilingual, Diverse and Gifted Learner populations • Teachers being more proactive in meeting the needs of ALL learners in their classrooms • See a more streamlined, efficient RTI to	• Leads to a higher percentage of college ready students • Evidence of more differentiated instruction in all classrooms • Larger number of students being admitted

Evaluation process
• Staff and students using a common vocabulary to address negative student interactions and Discipline Code Infractions

to selective enrollment high schools
• Students solving minor issues in a calm, respectful way w/o needing adult intervention
• Fewer students being sent to the Dean
• More time spent on learning
• A more positive/peaceful learning environment

Tags:
Attendance, SEL, Tier 2 & 3, Behavior, Behavior supports;, Academic supports, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Access

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
MTSS 1. Develop Committee & Organize: • Form a MTSS Committee comprised of teachers (bilingual, special education, gifted, and general classroom), administrator, counselors, and psychologist • Research existing specific MTSS programs • Create a vision/plan for what MTSS should look like at Healy • Develop plan/protocol for MTSS at Healy • Develop meeting schedule (1x / month)	Administrators	Aug 29, 2016 to Nov 4, 2016	Complete each bullet under "Action Step 1"	Not started

MTSS, Professional Learning, Bilingual, Gifted, Special education

MTSS 2. MTSS Team conducts Professional Development for entire faculty on MTSS process.	MTSS Committee Outside Experts	Nov 4, 2016 to Nov 4, 2016	Complete each bullet under "Action Step 2"	Not started

MTSS, Professional Learning, SEL, Academic supports

MTSS 3. Implement MTSS Tiered Supports according to plan created in Action Step 1 and rolled out to staff in Action Step 2.	MTSS Committee/ Leadership Team	Nov 7, 2016 to Jun 30, 2017	Complete each bullet under "Action Step 3"	Not started

MTSS, SEL, Tier 2 & 3, Academic supports, Tier 1, Tier 2

MTSS 4. On-Going Support for Teachers • Establish a common grade level time for classroom, bilingual, gifted and special education teachers on a monthly basis. For example, use grade level of the third week of each month to be used as MTSS planning. (Ensure each grade level meeting has at least one Gifted, SPED and Bilingual representative) • Quarterly PD addressing areas of need and support	Administration & MTSS Committee	Nov 7, 2016 to Jun 23, 2017	Complete each bullet under "Action Step 4"	Not started

Bilingual, Cycles of professional learning, Gifted, Special education, Common planning time

MTSS ADDITIONAL ACTION PLANS PROPOSED (TO RETURN TO AT LATER DATE ONCE INITIAL PLANS ARE IN PLACE) • Form a committee to develop a school wide SEL program (Positive Behavior Intervention and Supports). We need a common classroom management plan, vocabulary, so that the expectations are the same in all classrooms (general ed., ancillary, bilingual and special ed.). • Co-teaching: Create opportunities for Classroom teachers with Gifted, Special Education and Bilingual teachers to co-teach in Language Arts, Math, Science and Social Studies. • SEL Staff Training in PBIS vocabulary, deescalating (calming) strategies, positive rewards and consequences. • SEL Celebrations. Need Quarterly celebrations to reinforce positive behaviors.	Administration & MTSS Committee	Aug 28, 2017 to Jun 22, 2018	*(Blank)*	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
develop vertically aligned, standard-based curriculum across all grade levels and content areas	continuity between grade levels and within content areas	consistency of skills mastered throughout grade levels/school.

Tags:
Curriculum Design, Vertical alignment, Curriculum planning, Common core alignment, Professional learning community, Continuity

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
CURRICULUM 1. DEFINE curricular/learning expectations by content & grade level • Revisit and finalize lists of what students should know, be able to do, and the standards students should master by the end of each grade level and content area. • Create novel lists per grade; make accessible in Google Drive to every staff member to aid planning. • Develop quarterly Scope & Sequence for K-8 reading, math, social studies WHY? So that everyone shares common understanding of what students need to know/be able to do by the end of each school year	• ILT members lead process K-4 • GLT members participate • In 5-8, Content Cluster leads • Gifted Coordinator leads work with gifted teams members	select	Complete each bullet under "Action Step 1"	Not started

Scope and sequence, Curriculum map, Expectations and goals, Professional learning community

CURRICULUM 2. ASSESS current curriculum/curriculum maps: • Designate curriculum leaders/chairs to oversee process (ILT) • In grade level bands (K-4), as content clusters (5-8), and as a gifted team, assess the alignment of curricular expectations (the products of Action Step 1) • Analyze current curriculum to check alignment with expectations defined in Action Step 1. Determine the degree to which it is differentiated, connected across-curriculum (?), and meets expectations. Determine what work needs to be done to better align curriculum moving into step 3. WHY? To assess how what is currently reflected in the curriculum/ what teachers are teaching measures up to the expectations listed in #1 so that adjustments can be made	•Curriculum leaders/chairs • All teachers participate • Gifted Coordinator leads work with gifted teams members	Aug 29, 2016 to Nov 4, 2016	Complete each bullet under "Action Step 2"	Not started

Curriculum Design, ILT, Differentatied instruction, Vertical alignment

CURRICULUM 3. ORGANIZE & MONITOR process for vertically aligning curriculum • Create curriculum leaders/chairs who will oversee process, provide support, and ensure curriculum is followed. • Designate administrator to oversee curriculum leaders/chairs in support of curriculum mapping/planning process providing guidance, tools, compliance dates. • Assign Newsela, Think Cerca, Think Through Math to groups of students to meet differentiated needs, reinforce skills, and incorporate technology	• ILT & Administration	Aug 29, 2016 to Jun 23, 2017	Complete each bullet under "Action Step 3"	Not started

Technology, Curriculum Design, Vertically aligned, Instructional leadership team, Curriculum mapping

CURRICULUM 4. PLAN: Vertical Planning • Gifted team models KUD (Essential Question Units) to share with school. • Begin creating vertical plans by "chunk" vertical planning o 5th-8th develop plans by content area cluster (i.e., 5-8 math teachers, 5-8 science teachers, etc. o K-4th start with one content area during semester one, another semester 2, etc. until all subjects are vertically aligned by June 2018 (i.e., start with math June 2016 and continue working on it through December 2016; in January 2017, begin work on literacy through June '17; begin with science or social studies in SY17-18) o Gifted examines rigor of program to ensure alignment & differentiation.	ILT & All Teachers	Aug 29, 2016 to Jun 22, 2018	Complete each bullet under "Action Step 4"	Not started
CURRICULUM 5. IMPLEMENT vertically aligned curriculum • 5-8 implement vertically aligned content area curriculum • K-4 implement vertically aligned math curriculum • Gifted implements either vertically aligned content (6-8) or math (1-5) curriculum	All	Jan 9, 2017 to Jun 22, 2018	Complete each bullet under "Action Step 5"	Not started
CURRICULUM 6. CONTINUOUSLY MONITOR implementation, address needs, make adjustments	ILT & Administration	Jun 1, 2017 to Jun 22, 2018	(Blank)	Not started
CURRICULUM ADDITIONAL ACTION PLANS PROPOSED TO REVISIT ONCE INITIAL PLANS ARE IN PLACE: 1. Integrated Thematic Planning between Science/Math, Social Studies/Language Arts 2. Develop & examine quarterly unit plans that build on depth of knowledge/complexity of tasks. (Vertically) 3. Examine the complexity of rubrics throughout clusters. (writing) Gifted should follow rubrics at one grade above 4. Examine formative and summative assessments by grade/subject matter.	(Blank)	select	(Blank)	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Develop a teacher/parent-liaison committee in-line with the Parent Advisory Committee (Healy Stars) & Bilingual Advisory Committee	parents who are involved and invested in their child's education at Healy School in partnership with their child's teachers	better student behavior, academic progress, and emotional well-being and parents who feel more connected to and invested in the school community.

Tags:
Teacher Teams/Collaboration, Bilingual, Parent partnerships, Parent engagement

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
PARENT PARTNERSHIPS 1. Develop Teacher-Led Parent Committee • Create vision for the work of the committee and organize	Administrators & ILT (recruit & establish)	select	Complete each bullet under "Action Step 1"	Not started
PARENT PARTNERSHIPS 2. Identify Parent Needs • Ensure parent group is representative of the diverse Healy community (parent of gifted, diverse learner, bilingual, etc). Recruit more parents to join. • Meet with current Healy Stars/Parent Committee about how we can support them and work with them to ensure this parent partnership can be successful.	Staff representatives and Healy Stars/ Parent & Bilingual Advisory Committees	Nov 4, 2016 to Nov 4, 2016	Complete each bullet under "Action Step 2"	Not started
PARENT PARTNERSHIPS 3. Create Plan • Committee of teachers meets monthly to design plan for parent engagement • Committee members work with teachers to identify opportunities for increased parent presence (in school and classrooms) • Committee members plan quarterly meetings with parent group to collaborate around plan	Teacher-Led Parent Committee	Nov 7, 2016 to Feb 3, 2017	Complete each bullet under "Action Step 3"	Not started

PARENT PARTNERSHIPS 4. Implement Plan • Some ideas for parent involvement: o Board Game Night o Classroom parents o Movie Night with blankets, snacks, camping chairs, etc… o Possibly, one day a month where parents come into the school and spend an hour or two with their child in class. No "special" lesson plans needed, just learning as usual. o After school field trips to community "hot spots." For example- a tour of the firehouse, boys-and-girls club. Expose 2nd language parents to places they might be unfamiliar with. For example- going to a bank and learning how to open a checking account. o After school Sox Night Game.	Parent Committee-Made up of Parents and teachers	Feb 6, 2017 to Jun 22, 2018	Complete each bullet under "Action Step 4"	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ MTSS 1. Develop Committee & Organize: • Form a MTSS Committee comprised of teachers (bilingual, special education, gifted, and general classroom), administrator, counselors, and psychologist • Research existing specific MTSS programs • Create a vision/plan for what MTSS should look like at Healy • Develop plan/protocol for MTSS at Healy • Develop meeting schedule (1x / month) Tags: Attendance, SEL, Tier 2 & 3, Behavior, Behavior supports;, Academic supports, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Access, MTSS, Professional Learning, Bilingual, Gifted, Special education	Administrators	Aug 29, 2016	Nov 4, 2016	Not started
✚ MTSS 2. MTSS Team conducts Professional Development for entire faculty on MTSS process. Tags: Attendance, SEL, Tier 2 & 3, Behavior, Behavior supports;, Academic supports, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Access, MTSS, Professional Learning, SEL, Academic supports	MTSS Committee Outside Experts	Nov 4, 2016	Nov 4, 2016	Not started
✚ MTSS 3. Implement MTSS Tiered Supports according to plan created in Action Step 1 and rolled out to staff in Action Step 2. Tags: Attendance, SEL, Tier 2 & 3, Behavior, Behavior supports;, Academic supports, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Access, MTSS, SEL, Tier 2 & 3, Academic supports, Tier 1, Tier 2	MTSS Committee/ Leadership Team	Nov 7, 2016	Jun 30, 2017	Not started
✚ MTSS 4. On-Going Support for Teachers • Establish a common grade level time for classroom, bilingual, gifted and special education teachers on a monthly basis. For example, use grade level of the third week of each month to be used as MTSS planning. (Ensure each grade level meeting has at least one Gifted, SPED and Bilingual representative) • Quarterly PD addressing areas of need and support Tags: Attendance, SEL, Tier 2 & 3, Behavior, Behavior supports;, Academic supports, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Access, Bilingual, Cycles of professional learning, Gifted, Special education, Common planning time	Administration & MTSS Committee	Nov 7, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ MTSS ADDITIONAL ACTION PLANS PROPOSED (TO RETURN TO AT LATER DATE ONCE INITIAL PLANS ARE IN PLACE) • Form a committee to develop a school wide SEL program (Positive Behavior Intervention and Supports). We need a common classroom management plan, vocabulary, so that the expectations are the same in all classrooms (general ed., ancillary, bilingual and special ed.). • Co-teaching: Create opportunities for Classroom teachers with Gifted, Special Education and Bilingual teachers to co-teach in Language Arts, Math, Science and Social Studies. • SEL Staff Training in PBIS vocabulary, deescalating (calming) strategies, positive rewards and consequences. • SEL Celebrations. Need Quarterly celebrations to reinforce positive behaviors. Tags: Attendance, SEL, Tier 2 & 3, Behavior, Behavior supports;, Academic supports, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Access	Administration & MTSS Committee	Aug 28, 2017	Jun 22, 2018	Not started
✚ CURRICULUM 1. DEFINE curricular/learning expectations by content & grade level • Revisit and finalize lists of what students should know, be able to do, and the standards students should master by the end of each grade level and content area. • Create novel lists per grade; make accessible in Google Drive to every staff member to aid planning. • Develop quarterly Scope & Sequence for K-8 reading, math, social studies WHY? So that everyone shares common understanding of what students need to know/be able to do by the end of each school year Tags: Curriculum Design, Vertical alignment, Curriculum planning, Common core alignment, Professional learning community, Continuity, Scope and sequence, Curriculum map, Expectations and goals, Professional learning community	• ILT members lead process K-4 • GLT members participate • In 5-8, Content Cluster leads • Gifted Coordinator leads work with gifted teams members			Not started
✚ CURRICULUM 2. ASSESS current curriculum/curriculum maps: • Designate curriculum leaders/chairs to oversee process (ILT) • In grade level bands (K-4), as content clusters (5-8), and as a gifted team, assess the alignment of curricular expectations (the products of Action Step 1) • Analyze current curriculum to check alignment with expectations defined in Action Step 1. Determine the degree to which it is differentiated, connected across-curriculum (?), and meets expectations. Determine what work needs to be done to better align curriculum moving into step 3. WHY? To assess how what is currently reflected in the curriculum/ what teachers are teaching measures up to the expectations listed in #1 so that adjustments can be made Tags: Curriculum Design, Vertical alignment, Curriculum planning, Common core alignment, Professional learning community, Continuity, Curriculum Design, ILT, Differentatied instruction, Vertical alignment	•Curriculum leaders/chairs • All teachers participate • Gifted Coordinator leads work with gifted teams members	Aug 29, 2016	Nov 4, 2016	Not started
✚ CURRICULUM 3. ORGANIZE & MONITOR process for vertically aligning curriculum • Create curriculum leaders/chairs who will oversee process, provide support, and ensure curriculum is followed. • Designate administrator to oversee curriculum leaders/chairs in support of curriculum mapping/planning process providing guidance, tools, compliance dates. • Assign Newsela, Think Cerca, Think Through Math to groups of students to meet differentiated needs, reinforce skills, and incorporate technology Tags: Curriculum Design, Vertical alignment, Curriculum planning, Common core alignment, Professional learning community, Continuity, Technology, Curriculum Design, Vertically aligned, Instructional leadership team, Curriculum mapping	• ILT & Administration	Aug 29, 2016	Jun 23, 2017	Not started
✚ CURRICULUM 4. PLAN: Vertical Planning • Gifted team models KUD (Essential Question Units) to share with school. • Begin creating vertical plans by "chunk" vertical planning o 5th-8th develop plans by content area cluster (i.e., 5-8 math teachers, 5-8 science teachers, etc. o K-4th start with one content area during semester one, another semester 2, etc. until all subjects are vertically aligned by June 2018 (i.e., start with math June 2016 and continue working on it through December 2016; in January 2017, begin work on literacy through June '17; begin with science or social studies in SY17-18) o Gifted examines rigor of program to ensure alignment & differentiation. Tags: Curriculum Design, Vertical alignment, Curriculum planning, Common core alignment, Professional learning community, Continuity	ILT & All Teachers	Aug 29, 2016	Jun 22, 2018	Not started
✚ CURRICULUM 5. IMPLEMENT vertically aligned curriculum • 5-8 implement vertically aligned content area curriculum • K-4 implement vertically aligned math curriculum • Gifted implements either vertically aligned content (6-8) or math (1-5) curriculum Tags: Curriculum Design, Vertical alignment, Curriculum planning, Common core alignment, Professional learning community, Continuity	All	Jan 9, 2017	Jun 22, 2018	Not started
✚ CURRICULUM 6. CONTINUOUSLY MONITOR implementation, address needs, make adjustments Tags: Curriculum Design, Vertical alignment, Curriculum planning, Common core alignment, Professional learning community, Continuity	ILT & Administration	Jun 1, 2017	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ CURRICULUM ADDITIONAL ACTION PLANS PROPOSED TO REVISIT ONCE INITIAL PLANS ARE IN PLACE: 1. Integrated Thematic Planning between Science/Math, Social Studies/Language Arts 2. Develop & examine quarterly unit plans that build on depth of knowledge/complexity of tasks. (Vertically) 3. Examine the complexity of rubrics throughout clusters. (writing) Gifted should follow rubrics at one grade above 4. Examine formative and summative assessments by grade/subject matter. Tags: Curriculum Design, Vertical alignment, Curriculum planning, Common core alignment, Professional learning community, Continuity				Not started
✚ PARENT PARTNERSHIPS 1. Develop Teacher-Led Parent Committee • Create vision for the work of the committee and organize Tags: Teacher Teams/Collaboration, Bilingual, Parent partnerships, Parent engagement	Administrators & ILT (recruit & establish)			Not started
✚ PARENT PARTNERSHIPS 2. Identify Parent Needs • Ensure parent group is representative of the diverse Healy community (parent of gifted, diverse learner, bilingual, etc). Recruit more parents to join. • Meet with current Healy Stars/Parent Committee about how we can support them and work with them to ensure this parent partnership can be successful. Tags: Teacher Teams/Collaboration, Bilingual, Parent partnerships, Parent engagement	Staff representatives and Healy Stars/ Parent & Bilingual Advisory Committees	Nov 4, 2016	Nov 4, 2016	Not started
✚ PARENT PARTNERSHIPS 3. Create Plan • Committee of teachers meets monthly to design plan for parent engagement • Committee members work with teachers to identify opportunities for increased parent presence (in school and classrooms) • Committee members plan quarterly meetings with parent group to collaborate around plan Tags: Teacher Teams/Collaboration, Bilingual, Parent partnerships, Parent engagement	Teacher-Led Parent Committee	Nov 7, 2016	Feb 3, 2017	Not started
✚ PARENT PARTNERSHIPS 4. Implement Plan • Some ideas for parent involvement: o Board Game Night o Classroom parents o Movie Night with blankets, snacks, camping chairs, etc… o Possibly, one day a month where parents come into the school and spend an hour or two with their child in class. No "special" lesson plans needed, just learning as usual. o After school field trips to community "hot spots." For example- a tour of the firehouse, boys-and-girls club. Expose 2nd language parents to places they might be unfamiliar with. For example- going to a bank and learning how to open a checking account. o After school Sox Night Game. Tags: Teacher Teams/Collaboration, Bilingual, Parent partnerships, Parent engagement	Parent Committee- Made up of Parents and teachers	Feb 6, 2017	Jun 22, 2018	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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

> At the beginning of the school year a review is made of the parental involvement plan and policy at the Open House meetings. Parents are also invited to monthly LSC meetings where school review and improvement is a regular feature.

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

> The annual and organizational meeting was held on 9/27/16 to inform parents of the school's participation in NCLB, Title 1, and the rights and requirements of the program. BAC: 8:15 AM and PAC: 9:00 AM. All parents are notified through monthly newsletters and calendar of the PAC meetings and posted on Main Entrance.; all parents are invited to these meetings and all other programs and performances held at the school. This information is also available on the school's website http://healy.cps.edu/pac--parent-club.html- Dates were approved 2016/7 School Year.

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.

> The school will hold an open house in September to inform parents about curriculum and assessments used throughout the year. The school will send home report cards quarterly, as well as progress reports in between each report card period. Parents will be given training on how to access the Parent Portal and quarterly meeting will be held with parents of students performing below grade level expectations.

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.

> Parent suggestions are always welcome at PAC meetings, LSC meetings, and at any other time before, during and after school. Parents regularly visit teachers and administration voicing their concerns about the education of their children, their achievements and any other concerns. Parents are encouraged to communicate often, and school personnel address these concerns as soon as they are made known.

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.

> All parents receive a Parent Profile of their child's performance on the ISAT as soon as they are available. The school will also send home copies of NWEA results and growth target sheets after the Winter or Fall testing session. This information will also be available in the student's agenda book.

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.

> Although all the teachers in the school are highly qualify for the subject/grade they currently teach, the school will provide notices to parents in the event that any new teacher fails to comply with this regulation.

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.

> The school administrative team will hold at least one meeting during the school year to inform parents about state standards, assessments, and requirements for promotion. The principal will also conduct the mandatory Title I Parent Meeting by September 30, 2016

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.

The school will provide training for parents on how to use the Parent Portal to access students' grades, as well as training on how to use the Compass Learning, Raz-Kidz, ThinkCERCA, and TTM online tools to monitor student progress. Workshops will be held during PAC meetings to offer insights on working with children and understanding the educational program.

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.

Through faculty meeting discussions and regular written communication to faculty and staff, our personnel is informed of the value and necessity of a strong school-parent partnership in the education of children. Administration continually explains and supports the need for strong ties with our parents either during PAC or BAC meetings.

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 and Healy Stars meetings, as well as any activity related to parent involvement, will include all the parents and members of the community regardless of the grade level, program, or funding source. The preschool teachers also host workshops twice a year to demonstrate to parents how to assist their child's education at home.

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.

The school will hold each year a minimum of seven PAC meetings. Parents will be informed via monthly newsletters, monthly calendar, and the information on the school's website. Information will be translated in Chinese and Spanish when possible.

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.)

Robert Healy School, a Fine and Performing Arts Magnet Cluster School, is a vibrant learning community whose integrated rigorous curriculum is aligned to Common Core State Standards to meet the needs of all students. Our focus on literacy, math, technology and the arts, provides a high quality college and career ready education for all students. We accomplish this by utilizing partnerships with parents, community organizations, cultural institutions, universities, and corporations. Healy School provides a challenging arts- integrated academic program that maximizes student potential, personal growth and achievement within a positive nurturing environment that supports diverse learning styles, cultures and abilities.

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.

We will hold parent-teacher conferences for report card pick-up on November 9, 2016 and April 19, 2017. At that time, parents will be informed of their children's academic achievement and any concerns the teacher may have; parents also have the opportunity to share their concerns and questions about our curriculum and their children's achievement.

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

Every 5 weeks, parents are officially notified of the progress of their children. Report Cards are issued 4 times a year, and Progress Reports are given to students and parents 4 times a year. Also teachers regularly communicate with parents about student progress via phone, email, or written correspondence.

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

The staff will be available to meet with parents before and after school (if time permits and if teachers are available outside their regular work schedule) and during their preparation periods. Teachers also regularly communicate via telephone and notes home.

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.

Parents are welcome in our classes, both as volunteers and visitors. In our Pre-K classrooms parents help with activities, reading, tutoring, etc. and learn along with their children. Field trip chaperones and volunteers for special class projects are needed. Guest speakers from among parents are invited. Parents are encouraged to speak with the teacher or administrator to arrange visits.

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

The parents will monitor Gradebook to be aware of their child's progress. They will also monitor that students are reading and completing homework nightly. Parents also have access to Compass Learning to monitor student progress on activities assigned to students.

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 participate at LSC meetings held monthly in school. Parents are invited to speak with administration and staff before, during, and after school.

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 maintain good attendance, a serious focus, and a positive attitude toward their studies. Completion of nightly homework assignments and arrival at school prepared for the day will improve student academic achievement. Good communication between the student and teacher is crucial, and students are encouraged to ask questions to fully understand the subject matter.

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.

All training sessions will be given by Healy staff members and other volunteer staff. Purchases related to equipment will be to support technology purchases (Chromebooks, iPads, Laptops, etc) for our technology lending library.

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.	$ 0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 9000	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 0	.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)	$ 0	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 0	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 0	.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.	$	0	.00

53510	**Postage**			
	Must be used for parent involvement programs only.	$	0	.00

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

55005	**Furniture and Equipment**			
	Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	2796	.00