



Patrick Henry Elementary School (/school-plans/209) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
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01/15/2016	J. Gutierrez, J. Berka, T. Figueroa	CIWP PD to understand process
03/02/2016	J. Gutierrez, J. Berka, T. Figueroa, P. Curry	CIWP PD Understand theory of action and action steps
04/27/2016	J. Gutierrez, J. Berka, P. Curry, C. Unger	Review strategies and action steps
02/01/2016	J. Gutierrez, L. Abraham, K. Mayster, G. Rios, J. Berka, D. Oberman	Members recorded evidence of SEF
02/22/2016	J. Gutierrez, L. Abraham, M. Rodriguez, D. Oberman, L. Flores, S. Morales, K. Mayster, G. Rios	Review and reflect on SEF ratings
03/07/2016	J. Gutierrez, L. Abraham, K. Mayster, G. Rios, J. Berka, D. Oberman	Choose priorities/focus from SEF categories
05/03/2016	L. Abraham, Parent Liason, BAC/PAC Parents	Parent compact
03/21/2016	J. Gutierrez, L. Abraham, M. Rodriguez, D. Oberman, M. Rodriguez, S. Morales, K. Mayster, G. Rios	Root Cause Analysis to identify strategies for school level improvement
04/04/2016	J. Gutierrez, L. Abraham, M. Rodriguez, D. Oberman, L. Flores, J. Berka, S. Morales, G. Rios	Create action steps for each of the priority areas
05/09/2016	J. Gutierrez, P. Curry, D. Oberman, C. Cramer, M. Rodriguez, J Berka, G. Rios, K. Mayster	Review evidence within CIWP components to finalize draft
02/16/2016	J. Gutierrez, LSC Parents, LSC Teachers,	Overview: Development of CIWP & School Excellence Framework
03/15/2016	J. Gutierrez, LSC Parents, LSC Teachers	Review Draft School Excellence Framework
04/26/2016	J. Gutierrez, LSC Parents, LSC Teachers	Review Draft School Excellence Framework

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

Understanding by Design - We have created a UbD Core Team. The team has attended extensive professional development with Network Support. The Core Team has developed a 3-year implementation plan with a 1-year timeline for the current school year. The team has been meeting two or more times a month to evaluate progress. The team has provided professional development for the staff. All grade levels are currently writing unit plans. The developed units will be implemented in the third quarter. During the fourth quarter, grade levels will reflect on, make adjustments and plan for future units.

Vision - We created a new vision for the school. Multiple stakeholders were included in the process. The staff, parents and students were provided opportunities to reflect and provide input. The school vision has been posted throughout the school. Grade level teams created grade-level visions which incorporate elements of the school vision. The ILT also created a leadership vision. The school vision was shared and is revisited throughout the year at PD, ILT, UbD and UbD Core Team meetings to ensure that the vision is being upheld.

Leap and Breakthrough - The Breakthrough Team has developed a vision and attended extensive training on Personalized Learning. The team has been working with 2nd, 3rd and 4th grade teachers to align pilot initiatives in personalized learning with the school-wide vision and mission.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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ILT conducted "root cause" analysis on both Writing in Response to Reading (SY 14-15) and Creating Rigor in a Math Series (SY 15-16). RIOT Matrix

ILT members led discussions during Grade Level meetings with an emphasis on the data obtained from blended learning. Grade Levels are analyzing Lexia (and other blended learning data) on a monthly basis to determine if the programs are effective and meeting the needs of each learner.

ILT has developed a vision and mission. Each grade level has developed a vision and a mission.

ILT members include a representative from each grade level (Pre-K through 6), Specials, diverse learners and the school counselor.

Principal encourages ILT members to respectfully disagree and push-back on ideas in order to impact teaching and learning.

ILT analyzes school wide snapshot at varying levels including school, grade and individual reports.

ILT conducted a root cause analysis last year (SY 14-15) to determine why ELL students did not make adequate growth on MOY NWEA data.

ILT is in the process of conducting a root cause analysis for the current school year to determine why grades 3-6 MOY NWEA are not meeting their Math growth goals.

Grade-levels monitor and analyze data monthly to revise classroom practices as needed.

ILT analyzed SQRP and discussed strategies based on priority groups including English Language Learners and Diverse Learners.

Administration creates detailed, clear agendas for each meeting. On average, ILT meets bimonthly. Norms have been created to ensure that team members have equity of voice and are active participants.

All stakeholders are invited to ILT meetings which are explicitly listed in the Weekly Bulletin. Principal summarizes the work of the ILT each week in the Weekly Bulletin. ILT shares out at Flex PD as needed.

ILT works to prepare professional development that will build the capacity of teacher teams to engage in cycles of learning (math talks, cognitive demand in math, new teacher workshops, WIDA workshops, etc.).

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

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Administration surveyed teachers to determine what kind of Professional Development we would want during Flex PD. (Teacher chooses what session/PD they would like to attend)

Administration surveyed new teachers regarding possible Professional Development topics they would like presented. Understanding By Design training is differentiated by level of comfort and progress to date. School used data from the ACCESS scores and determined we needed WIDA Professional Development.

In response to Diverse Learner data, teachers engaged in co-teaching professional development. For example; Check In/Check Out training, and learning around reading intervention.

Administration shares information on Professional Learning Communities and other Professional Development. Teacher's email administration asking if they can attend Professional Development or other conferences.

Professional Development teachers have attended:
Connecticut New Jersey (UBD Training), Network 1 office training, Second step training, Writing PLC, Math in the EL classroom PLC

There are open discussions during Grade Level Meetings for teachers to share successes/attempts and give feedback. There is an open slot available every morning for teachers to do peer observations,

The Master Schedule was created over a span of 4 weeks to include different stakeholders and multiple drafts were made. The schedule was very intentional and well organized to allow for collaboration and feedback.

Some examples of Professional Learning this year are Summer Design, Math instructional rounds, Personalized Learning observations from LEAP. Teachers are experimenting with Personalized Learning by taking risks in their classroom.

Other components of Professional Development include: Mentors for new teachers, mentor lunches, meetings, Professional Development for new teachers after school (New Teacher Induction).

Administration analyzed REACH data from 14-15 and determined 3B and 3C were areas of growth. Network 1 Teacher Effectiveness Leader, Sara Abu-Rumaan, visited Henry and conducted workshops around 3B and 3C. Administration visits classrooms frequently and provides instant feedback through email or on sticky notes.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.

- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

We have designed a grade level schedule, common prep times, intervention blocks. Teacher feedback during grade level meetings in regards to the outcomes of particular uses of resources and resources needed for student learning

We have engaged community partnerships to make resources through the Break Through grant, Summer Design Grant, Leap Grant & All-Stars after school program.

All the teachers are placed with appropriate certification across grade levels and NCLB money for supplemental funding is used accordingly. The office has procedures for ordering and purchasing supplies. The supplemental Reading and Math supplies for the implementation of UbD was used to align our curriculum. We have established partnership with Community in Schools, DePaul, Loyola, Illinois State University, Direct Effect Charities, North River Commission, Alderman's Office, LEAP Innovations, Teachers/staff included in the interviewing process depending on positions needing to be filled. Set of questions used for the interviewing process. Observations of lessons for prospective teachers. We conduct Exit Interviews with teachers to understand the reason for leaving.

We effectively use related service providers by providing evidence and following the IEP minutes.

We create a positive climate and working conditions by keeping teachers at the same grade level depending on the needs of the students. We conduct monthly social gatherings for the staff. Ex. breakfast. We kicked off the year by conducting a summer retreat for team building and establish relationships. Team building activities incorporated during the professional development

Teachers provided professional development such as: attend Network teacher leadership, Language Matters, Leap, Understanding by Design, Go Math, Lexia, ThinkCerca. Summer interviews with teachers to set goals for the upcoming year.

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:

Score

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

1 2 3 4

Administration encourages teachers to refer to the CPS Framework for Literacy when designing their Reading and/or ELA block. New teacher workshop and school-wide PD '14-15 covered Webb's Depth of Knowledge and Bloom's Taxonomy. Teachers will work in June '16 to create vertically aligned scope and sequence for Literacy grades K-6. Some teachers use Mastery Connect to determine pace of units and lessons. All teachers have developed Literacy units using the Understanding By Design method to identify key understandings, essential questions, enduring understandings, etc. Teachers use a variety of blended learning programs to expose students to their appropriate reading level (instructional level). All students are exposed to complex, grade appropriate text with modifications or accommodations for accessibility. Though the development of rigorous performance tasks, all teachers are utilizing speaking and listening standards and evaluating for progress and mastery. Inclusive school model engages all learners in content areas (diverse learners, English learners, etc). The Bilingual interventionist provides bilingual support and intensive English instruction to newcomers. She also pushes into their respective classrooms to provide access to the general education curriculum. School-wide PD is offered monthly to provide training around WIDA standards, best practices in ESL instruction, and assessment. Teachers integrate SEL curriculum into their daily plans (Second Step, Morning Meetings, etc) All Literacy units incorporate overarching "Henry" goals which focus on character development. All grade levels take their classes on field trips aligned to their learning. 2nd grade students will engage in a service learning project in Albany Park. Annual Career Fair takes place each April. Students are exposed to a variety of careers and skill-based occupations.

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-](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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility.

Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

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The school has purchased materials to support the UBDs. These materials include grade appropriate levels of text. Programs that we use are aligned to the standards: Lexia for Kindergarten through 3rd grade, ST Math for 3rd and 4th grade, ThinkCERCA for 4th-6th grade, Reading in Motion for Kindergarten to 1st grade in both English and Spanish, Khan Academy for 2nd-3rd grade, RazKids, Kids A-Z, FrontRowEd Math, IXL. Teachers can choose which programs fit their students best. Other supplementary materials include scholastic Magazine and novels that teachers can check out from the novel closet. There are instructional materials for utilized for Math: Go Math books that include a workbook for each student and a teacher's guide. There is also access to these resources online. Additional Math resources include the Go Math Grab and Go Kits. Our kindergarten team has a leveled library in Spanish. Kindergarten and first grade has 1 set of curriculum workbooks (30 copies). All classrooms have either a projector, smartboard, promethean board, and/or ELMO. Technology is integral for student learning- in grades (2nd-6th) students that use emails and Chromebooks are nearly 1-1. Some classrooms have access to ST Math. This program increases students' higher order thinking/problem solving skills. It focuses on conceptual math. Most students understand that the materials they have are a means to acquire knowledge. The ThinkCERCA program aligns to real life events. In personalized learning classrooms, students may have options to choose the resources to guide their learning Resources for Social Emotional Learning include Second Step.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School 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

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Schoolwide and grade level missions convey high expectations for student learning. School-wide initiatives, for example Lexia, Reasoning Mind, and personalized learning are necessary for students to assume responsibility for their work. Learning objectives and standards are posted in every classroom and evident in each lesson plan. Grade level teams and content areas are in the process of designing UBD's aligned to standards and essential questions. SEL standards are integrated throughout the UBD plans, as well as many primary lesson plans through the Second Step curriculum. School-wide initiatives are implemented to ensure teachers include WIDA standards in lesson plans. Henry teacher leaders led school wide PD on the TRU math dimensions, and led teachers through a learning cycle on cognitive demand. Henry teacher leaders have also provided PD on rigorous math talks and Problem of the Month. 6th grade literacy curriculum is aligned to include strategic academic vocabulary, as evident in lesson plans. Teachers align their tasks to Achieve The Core complex texts, and utilize readworks.org to provide students with high quality non-fiction texts. Teachers implemented a data cycle in 1st and 3rd grade through the Summer Design Project, monitoring student comprehension of academic language through a shared reading of a complex text. There was a school wide PD on close reading in 2014. The Go Math! curriculum includes non-fiction texts centered around the content being taught, that teachers use to contextualize understanding. The Go Math! curriculum provides opportunities for students to write an extended response on their problem solving. Teachers and the Go Math! curriculum incorporate The Standards for Mathematical Practices in their everyday lesson plans. Mathematical instruction is coherent through the use of the Go Math! curriculum, which is vertically aligned to the relevant common core standards for each grade; there are no big gaps in the curriculum. Teachers are skilled in using the Learning Continuum to differentiate and personalize learning to move students through coherent mathematical instruction and practice. UBD requires students to apply their knowledge for real audiences in their performance tasks. Students participate in the science fair, in which they solve real world problems and constantly critique and revise their own work. Peer editing and revision is evident throughout teachers writing block. Students participate in Mathcounts competitions where they solve real world problems and have to revise their thinking based on feedback. During career day, students generated thoughts and questions to ask adults from diverse professions. Students generate rubrics to rate themselves based upon high quality work samples (6th grade). In first grade, students engage in analytical discussions to rate writing samples based on a rubric.

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	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	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:

Score

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)

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Henry offers Career Night in the Spring.
 Henry has support staff to assist the ELL students improve their English proficiency.
 Henry has a school vision and mission statements.
 Grade levels have mission statements.
 Teachers are provided with professional development for the WIDA standards.
 Teachers monitor students' progress through data analysis and align to the Common Core Standards.
 Henry is participating in a Personalized Learning pilot programs to support long and short term goals.
 Henry promotes opportunities for students to apply for selective schools' enrollment.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

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Lesson plans incorporate differentiated instruction and cognitively demanding tasks.
 UBD planning includes essential questions that promote debate and inquiry, as well as unpacking the standards and transfer goals.
 Data analysis drives instruction through assessments.
 Students are allowed to present prior schema on a topic when discussing essential questions.
 Turn and talks allow students to explain understanding to their classmates.
 Student language development is supported through bilingual and monolingual supports, such as word walls, vocabulary learned through Links or Frayer model, conversations around new vocabulary.
 All classrooms use flexible grouping based on student needs.
 Teachers use Bloom's Taxonomy to question students.
 Teachers incorporate low-level questions to ensure student engagement.
 Students are encouraged to support their answers with evidence during questioning.
 Students question each other (i.e., Math talks).
 Visual cues allow all students an opportunity to be heard (i.e., hand gesture of I agree or I disagree).
 Teachers use accommodations and modifications to ensure all students can access complex text.
 Co-teaching strategies support all students to access the general education curriculum.
 Blended learning programs adjust to scaffold instruction to meet at their level.
 Personalized learning individualizes instruction for each student.
 TRC, Dibels, MAP scores influence how groups are formed and instruction is adjusted.
 Go Formative, Lexia, Go Math!, Front Row Ed, ThinkCerca, data is monitored weekly to influence instruction and grouping.
 Curriculum based assessments are incorporated for ongoing progress monitoring.
 An MTSS intervention teacher intervenes to help students who are struggling and identify the level of support those students require to make progress in the general education curriculum.
 Go Math! incorporates the Reteach and Enrich lessons to respond to student immediate needs.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

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Prior to formal MTSS monitoring, and evaluation of the curriculum/instruction takes place to determine if that plays a factor in student progress.

Enrich/Reteach sheets from Go Math are utilized to guide small groups during math block.

Students are grouped by RIT band to target areas of need.

Tier 1 strategies use universal data to screen students who may potentially be struggling (MAP, DIBELS, ACCESS-to determine if students are struggling with a language barrier).

The General Education teacher discusses concerns with MTSS coordinator. The MTSS coordinator then begins weekly progress monitoring. The amount of progress monitoring increases for students who are struggling.

Students create goal sheets after data is analyzed (empowerment).

Lexia tracker showcases the minutes completed for each class.

Students may be moved from groups if they show mastery of objective. If mastery is not made, students are given interventions/modifications to help them progress toward mastery.

Students are given choices and select what kind of activities they would like to complete.

Students complete assessments to determine mastery of objective.

Students are paired with peers who may aid in their progression.

Henry has an Attendance Committee in place to track chronic absenteeism. This committee also has an incentive program in place to encourage students to come to school every day.

If Tier 1 interventions are not benefitting students then we move on to Tier 2 interventions.

A checklist is used to gather a snapshot of information- grades, SEL, other factors affecting the student.

After the checklist is analyzed, we create an intervention plan that focuses on two skills to be progress monitored- these skills may be academic or social.

If expected goals are not met even with an intervention plan, then we switch interventions incase there are other factors that may be affecting the child.

Constant monitoring is taking place in classrooms. The MTSS interventionist will reach out to counselor if expected growth is not made.

When students attend summer school in third and sixth grade, a personalized learning plan is created for them.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.

- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

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Teachers utilize TRC to progress monitor and benchmark students.
 Teachers use daily formative assessments along with blended learning.
 About 50% of Henry teachers differentiate their assessments.
 MTSS coordinator uses Leveled Literacy intervention kits with Tier 3 students.
 MTSS coordinator meets with teachers to suggest strategies for Tier 2 students and assists teachers in how to document and plot success and/or regression data points.
 All teachers offer accommodations and modifications for testing as allowed in each students' IEP or 504 plan.
 World Language teacher differentiates instruction and assessment between Native speakers and non-Native speakers.
 Teachers create assessments that are standards based and reflect the shifts in literacy and mathematics found in the CCSS.
 Teachers analyze blended learning data monthly at grade level meetings.
 The ILT analyzes NWEA data to identify gaps in instruction.
 Teacher mentors guided new teachers through analysis of the various assessment data.
 Administration and ILT led teachers through a workshop on how to understand NWEA reports and how they can help inform instruction.
 Teacher teams and content-specific teachers collaborate to develop common assessments through unit writing.
 Grade-level teams agreed upon common assessments (i.e. CPS Benchmark Assessment). Assessments are graded collaboratively to calibrate. Teachers analyze student work and identify next steps in terms of instruction.
 Teachers communicate to families through parent meetings when students are not making progress.
 Teachers send home failure notices quarterly.
 Teachers communicate grades to related-service providers and counselor along with MTSS Coordinator.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

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fundamental cause of student achievement, and are invested in student outcomes.

Importance of learning and curiosity is reinforced through turn and talks, book clubs, math talks, and opportunities to explain thinking.

Learning goals are determined with UBD planning, daily essential questions, balanced literacy, and teacher meetings for individual goal setting.

Students are given choices for student product in order to challenge students at their levels.

Reading programs (i.e., Lexia) meet students at their level and scaffold instruction to attain growth.

School-wide data is displayed throughout the building and in the classrooms (i.e., Lexia tracker).

Personalized learning allows for students to meet and exceed personal learning goals through individualized instructional opportunities.

Through inclusion, diverse learners are able to access the general education curriculum through modified and differentiated instruction to meet their benchmarks and IEP goals, as well as make progress with the general education content.

Student achievement is recognized through student of the month, Oscar night, awards assembly.

The Second Step SEL curriculum teaches students to persevere, be assertive in their learning, and create a safe environment for all peers.

Students can share misunderstandings during teacher/student conferences in which they develop SMART goals.

Students are free to explore re-teach videos on Front Row Ed and Lexia when they are struggling.

Student friendly language rubrics help guide students to self-assess their work, which helps when editing and revising work.

Following common core curriculum, students are expected to become more independent and advocate for their learning. (i.e., "What do you think? How would you solve this problem?")

Students know their strengths and target skills in each domain. Peers are able to go to other students for help in a particular domain. Domain strengths and targets are posted on students' desks.

Students are given feedback through formative/summative assessments, and teacher/student conferences that focus on personal goals. Students take part in their own academic reflection while setting goals.

Henry's school vision and mission is discussed in every classroom. Teachers reinforce the vision and mission by referring to it during whole group reflection time. Individual grade levels incorporate their own missions in their classroom.

Progress monitoring assessments and anecdotal data is ongoing in every classroom.

Small group work addresses students' academic needs and group structure changes according to their needs.

Our PBIS mindset focuses on contingent praise with all students. Students know what they did to earn the praise (i.e., I liked the way you used a different strategy to begin the problem.).

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

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

1 2 3 4

Check in Check out- Students are paired with mentors (checker). They check in with the mentor in the morning and at the end of the day to reflect on the positive moments of the day.
 PBIS- Punchcards and Hawkeyes are implemented to focus on the positive behaviors of Henry students.
 Second Step- Students learn about different ways to build positive relationships with peers.
 SS Grin - Social work services provided to students who need tools to build positive peer relationships
 Reading buddies allows for students in different grade levels to collaborate.
 Some of our 5th and 6th grade students supported the community through the Independence Branch Library petition and rally.
 Our 4th grade students attend anti-bullying assemblies creating strong norms for positive behavior.
 Our families are engaged and involved through parent workshops that are hosted at our school.
 Relationships between teachers are grounded on a sense of trust. Our retreats, social gatherings, holiday party, Flex PD days, icebreakers, etc. Different teachers have taken on leadership positions in our school.
 Co-teaching allows for teachers to utilize each other's' skill areas . The inclusion committee planned socials to build positive relations between co-teachers.

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

After-school programming is designed to take into account a multitude of student interests. There is a range of activities available, from singing and acting, to a variety of art programs, as well as fitness programs ranging from specifics such as soccer or basketball to a general fitness bootcamp. Additionally, students in the upper grades are able to participate in specialty courses such as coding. In the younger grades, some of the teachers are starting to introduce inquiry based projects where the students are able to choose topics based on their personal interests. Involvement in sports teams is available to our 5th and 6th graders. Upper grades have the opportunity to participate in student council. Science enrichment opportunities are available to fourth graders. Talent shows and art projects allow our students the freedom to share their experiences. Every Personalized Learning teacher gathered data from interest inventories as well learning style inventories at the beginning of the year and regularly takes this information into account when designing their lessons. Additionally, our staff has had intensive training on raising the rigor in the variety of tasks and subjects, so the content being put in front of students is rigorous, appropriate to their level AND takes their interests into account. Students' needs are solicited because we look at data and teachers know their students strengths and areas that need improvement. All of our classrooms follow a rotational model, and some of the classrooms have even started to shift to a more choice-based model in which students get to design part of their own schedule. Other ways in which student choice is taken into account is that many of our current programs were a result of student initiatives. For example, the anti-bullying club and talent show stemmed from student ideas, organized by students, and fully executed by students with an adult advisor who was only there to support, not guide, these efforts. Students choose activities and when they will be completed in some classrooms. Choice is present very frequently in the classroom. As we implement personalized learning student choose what they learn and how they learn about their topic. Example: Currently some of students are learning about nonfiction in a second grade classroom. The students showed an interest in informational text on animals. As a class they decided to do an animal research project. Students worked in groups to research an animal of their choice. They were also able to use whatever resources best supported their learning needs. Students get to choose how they present their findings in a manner that best meets their needs. Personal goal setting for students. Some track progress. Reflect on their learning process. Older students are allowed to take initiative! Talent show, food drives, planning a random dance, etc. But they are not included in decision making. We need to become a greater presence in the community. Idea: Once a month a different grade level walks around the community to clean? What if we did a rummage sale? Bring things to donate and buy what you need from others? We then donate what's left to a shelter?

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
Measures	✓ MVMS Student Survey completion rates and results
	✓ 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

The Second Step curriculum is implemented school-wide to provide Social-Emotional Learning to all students so they feel emotionally safe. The older students learn how to prevent bullying.

Two teachers are trained in the Check In-Check Out system to provide adult mentors for students who are struggling with behavior, attendance, academics, etc. The adults model and reinforce positive choices.

PBIS Committee manages the punch cards and the PBIS store. PBIS provides a framework for positive behavior and rewards students who display positive choices.

PBIS also implements the Hawk Eyes school-wide to reward classrooms that display positive behavior. Classrooms track their Hawk Eyes and earn incentives.

Each classroom has identified classroom jobs that students can participate in. This assists in orderly and safe classroom transitions within each classroom.

PBIS Committee has posted behavior matrices in each area (hallway, bathroom, etc)

Teachers each identify their behavior management system at the beginning of the year. Some examples include CHAMPS, bucket fillers, and red/yellow/green cards, etc.

School-wide structures in place for inclement weather (indoor arrival, recess, and dismissal).

Office staff meets twice a month to review procedures for emergencies.

School is finished with all required drills as of 2/18/16.

Student survey revealed the need for more lockdown drills and administration will schedule more to be responsive to student requests and need.

Several teachers and educational support staff are trained in peace circles and restorative conversations.

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	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Proactive

Henry has monthly Discipline Committee meetings. The committee developed a data tracker, discipline procedures, and developmentally specific reflections.

PBIS posters of expectations are posted at targeted areas throughout the building. There is a school wide PBIS assembly to define expectations.

Every classroom has Class Conduct Agreements posted that are aligned to School Wide Expectations.

There is a school wide use of bathroom/hallway passes and procedures, direction of traffic, and school personnel are stationed through building during arrival and dismissal.

All staff members contact home (email, phone, in person, digital collaborative behavior tracker program) for all student behaviors positive and restorative. The principal and assistant principal make phone calls when warranted.

Henry utilizes PBIS punch cards / hawks eyes and PBIS assemblies. Students have choices for intrinsic and extrinsic rewards.

Teachers and students developed a Mission and Vision of the School that aligns to expected behavior.

Henry classrooms incorporate movement Breaks, such as Go Noodle. Brain Breaks allow movement to re-engage students and reduce discipline.

Instructive

Morning Meetings occur to address classroom climate, misunderstandings, celebrations, and support students in challenging situations.

Henry teachers utilize Second Step, which is a researched based social emotional curriculum that is developmentally sensitive to each targeted grade level.

Teachers incorporate CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) for classroom behavior structure and expectations.

Some classrooms recognize Bucket Fillers, and time for Airing of Grievances. Students have ownership over personal and classroom behaviors and expectations.

Social Groups / SS Grin - peer lead social groups with Social Worker and Intern

Henry utilizes Check In Check Out. Various school staff act as individual support to students that have been referred to Tier II restorative practices based on a system of constant monitoring and daily tracking of targeted behaviors. The goal of improving behavior to move back to Tier I with minimal support is tracked through Cityspan.

Henry offers a School Wide Behavior Tracker. All staff have the same knowledge of a child's behavioral history as well as outcomes, making it easier to know how effective different strategies are working.

Restorative

The Assistive Principal and security staff work together as restorative disciplinarians whom the students look up to and respect based on established rapport that been built.

Detentions are given based on a referral process, and after other avenues have been exhausted, Detention is a restorative reflection after school, to incorporate no loss of instructional time.

The Second Step SEL curriculum is implemented school-wide.

Several teachers and educational support staff are trained in peace circles and restorative conversations.

Two teachers are trained in the Check In-Check Out system to provide adult mentors for students who are struggling with behavior, attendance, academics, etc. The adults model and reinforce positive choices.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

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.

Student of the Month and Quarterly Awards
 We host community engagement events to involve the parents
 Teachers have regular conversations with parents during pick up or make calls home for positive behavior or behavior that needs to improve.
 Parent volunteers in classrooms with filing, putting up student work in halls, etc...
 Parents help with culturally relevant assemblies, holiday assemblies, kindergarten graduation, and decor.
 Parents help facilitate the delivery of gifts for our Santa Day (working with Direct Effect Charities)
 Assisting in the main office (filing and setting up copies) with a rotating schedule
 Helping classroom teachers with small group support and/or organizing supplies.
 Teacher Appreciation luncheon by parents
 Parents help pick up students for Eye or Dental appointments
 Parents are participating in the English development course provided at Henry.
 Parents serve as lunch and recess monitors.
 Parents volunteer and support events such as picture day or Kindergarten graduation pictures.
 Parents help host the Mcdonald's Fundraiser event.
 BAC and PAC committees serve as the overall voice for our parents.
 Parents volunteer and lead events such as the Book Fair
 Parents supported the clean up initiative for our Henry Community Garden with Alderman Rosa
 Parents help maintain safety and cleanliness throughout Henry School
 Parents painted the mural outside the Main Office.
 Maintain the auditorium cleaned and organize
 Parent support during Movie Night (setting up, selling popcorn, drinks, chips, water, pizza etc...) and cleaning up afterwards
 Parents helped set up and clean up after the Talent Show.
 Curriculum Night participation with decorations, activities, planning and promotion
 Parents help decorate and set up the auditorium for our Oscar Night Event
 Parent/Teacher Reading Program for free tickets to Six Flags Great America

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and

- health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
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 Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐

3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Student Learning: Curriculum	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				
The goal should is to increase reading growth at a consistent pace and to stay above 50% each year.	64.00	38.00	50.00	55.00
National School Growth Percentile - Math				
The goal should is to increase math growth at a consistent pace and to stay above 50% each year.	79.00	26.00	50.00	55.00
% of Students Meeting/Exceeding National Ave Growth Norms				
The goal should is to increase % of Students Meeting/Exceeding national growth norms at a consistent pace and to stay above 55% each year.	55.60	(Blank)	55.00	60.00
African-American Growth Percentile - Reading				
Not applicable.	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
The goal should is to increase Hispanic % growth in reading consistently by improving language acquisition best practices and personalized learning to stay above 55% each year.	57.00	40.00	50.00	55.00
English Learner Growth Percentile - Reading				
The goal should is to increase Hispanic % growth in reading consistently by improving language acquisition best practices and personalized learning to stay above 55% each year.	(Blank)	50.00	53.00	55.00
Diverse Learner Growth Percentile - Reading				
The goal should is to increase Hispanic % growth in reading consistently by improving language acquisition best practices, co-teaching and personalized learning to stay above 50% each year.	(Blank)	1.00	25.00	30.00
African-American Growth Percentile - Math				
N/A. We don't have enough students for subgroup.	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				

The goal should is to increase Hispanic % growth in math consistently by improving language acquisition best practices, math units, scope and sequence and personalized learning to stay above 55% each year.

80.00 26.00 50.00 55.00

English Learner Growth Percentile - Math

The goal should is to increase English Learner % growth in math consistently by improving language acquisition best practices, math units, scope and sequence and personalized learning to stay above 55% each year.

(Blank) 53.00 55.00 58.00

Diverse Learner Growth Percentile - Math

The goal should is to increase Hispanic % growth in math consistently by improving language acquisition best practices, math units, scope and sequence and personalized learning to stay above 55% each year. Diverse Learner Growth Percentile has fluctuated from year to year thus making it difficult to project increased growth percentile.

(Blank) 70.00 50.00 55.00

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

The goal should is to increase attainment % in reading consistently by improving language acquisition best practices, math units, scope and sequence and personalized learning to stay above 55% each year.

52.00 44.00 50.00 53.00

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

The goal should is to increase attainment % in math consistently by improving language acquisition best practices, math units, scope and sequence and personalized learning to stay above 55% each year.

83.00 64.00 65.00 68.00

National School Attainment Percentile - Reading (Grade 2)

The goal should is to increase attainment % in reading consistently by improving language acquisition best practices, math units, scope and sequence and personalized learning to stay above 55% each year.

51.00 70.00 53.00 56.00

National School Attainment Percentile - Math (Grade 2)

The goal should is to increase attainment % in math consistently by improving language acquisition best practices, math units, scope and sequence and personalized learning at the primary level to stay above 75% each year.

70.00 81.00 75.00 78.00

% of Students Making Sufficient Annual Progress on ACCESS

The goal should is to increase % of students making sufficient annual progress on ACCESS by improving language acquisition best practices, math units, scope and sequence and personalized learning at the primary level to stay above 75% each year.

43.20 47.30 48.00 51.00

Average Daily Attendance Rate

Our goal is to get to 96% every year. Our attendance committee meets every month to review and make adjustments based on our current data.

94.90 95.40 96.00 96.00

My Voice, My School 5 Essentials Survey

Our goal is to improve from organized to well-organized. We will be able to achieve this goal by the administration and ILT developing an action plan to address areas of growth. The administration/ILT team will consistently reviewing the different metrics at least 1 month and make adjustments throughout the school year. The team will survey the stakeholders at least three times throughout the school year.

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

extensive work to develop academic mindsets and behaviors for all students.

our students assuming responsibility for high quality work by persevering and initiating improvements.

students developing the capacity to create and attain their smart goals and demonstrate academic growth in the end of year assessments.

Tags:

Academic gain, Academic, Academic expectations, Collective responsibility, Academic learning

Area(s) of focus:

1, 2, 3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Teachers will receive professional development on student goal setting to set high expectations so all students stretch to not only meet but exceed personal learning goals, and incorporate common language school-wide.

All Staff

Aug 29, 2016 to Jun 16, 2017

Staff Growth Mindset Folder, Goal Setting Forms, Data Charts

Not started

Data, Growth mindset, Data driven instruction, Goal setting

Teach students about growth mindset (fixed vs growth) over time and practice. Students will apply a growth mindset that results in increased successes through continued self-reflection

Teachers and Students

Sep 6, 2016 to Jun 16, 2017

Student Growth Mindset Folder, Self-Reflection Forms

Not started

Reflection, Growth mindset, Self assessment, Survey

Teacher and students will determine and set appropriate smart goals throughout the school year and revise as needed.

Teachers and Students

Sep 6, 2016 to Jun 19, 2017

Student Growth Mindset Folder, Smart Goals Forms

Not started

Smart goals, Self-assess

Teachers and students will learn to reflect and self-monitor daily, weekly, and/or quarterly on their smart goals. They will assess progress toward a growth mindset through the use of a variety of tools.

Teachers and Students

Sep 6, 2016 to Jun 16, 2017

Student Growth Mindset Folder, Smart Goals Forms

Not started

Reflection, Self assessment

Strategy 2

If we do...

...then we see...

...which leads to...

Targeted instructional supports to individual students and/or groups of students will be based on their identified language proficiency

Teachers planning and delivering instruction rooted in relevant data to meet the language demands.

An increase in students' language proficiency levels on ACCESS and formative classroom assessments.

needs. A variety of data points will be utilized using formative assessments (ACCESS, NWEA, DIBELS, TRC, IDEL, CBM).

Tags:
Language acquisition, Reading strategies, Learning targets

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will receive professional development on language domains and their interconnectedness for our students.	Teachers, Professional Development,	Jan 4, 2016 to Jun 16, 2017	Staff Attendance Sheets, Agendas	On-Track

Professional development, Language acquisition

Teachers will analyze ACCESS data and plot students for future instructional planning.	Teachers, Bilingual Lead Teacher, MTTs Coordinator	Sep 6, 2016 to Jun 16, 2017	Lesson Plan Binder, Data Groupings	Not started
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Data analysis, EsL strategies, Access

Teachers will receive professional development to identify the WIDA can-do descriptors and chart to use in planning and lesson delivery	Teachers, Administration	Jan 4, 2016 to Jun 16, 2017	Staff Attendance Sheets, Agendas	On-Track
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Wida, Reading strategies, EsL strategies

Teachers will analyze texts and tasks for language demands.	Teachers	Sep 6, 2016 to Jun 16, 2017	2012 Amplification of The English Language Development Standards Handbook Lesson Plan Binder	Not started
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Language acquisition, Language objectives

Teachers will learn how to write language objectives/targets in their instructional units.	Teachers. UbD/Language Matters Team	Sep 6, 2016 to Jun 16, 2017	2012 Amplification of The English Language Development Standards Handbook Lesson Plan Binder	Not started
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Language acquisition, Learning targets, Language objectives

Teachers will receive professional development in lesson delivery using language demands to identify strategic strategies. They will develop discussion techniques to promote language development	Teachers, Administration	Sep 6, 2016 to Jun 16, 2017	Staff Attendance Sheet	Not started
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Professional development, Language acquisition, Language objectives

Teachers will participate in peer observations to observe how others meet the language needs during instruction	Teachers, Administration	Sep 6, 2016 to Jun 16, 2017	Guided Observation Sheets,	Not started
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Learning objectives, Peer observation, Language objectives

Strategy 3

If we do...

...then we see...

...which leads to...

If we use the Hess' Cognitive Rigor Matrix to plan cognitively challenging tasks which require students to provide evidence of their reasoning.

Higher quality tasks within and across grade levels, student engagement, and productive struggle.

Higher quality student task, student work, and an increase in student achievement as evidenced with a variety of assessment tools.

Tags:

Rigorous tasks, Academic rigor

Area(s) of focus:

2, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Instructional units are analyzed for alignment of standards and tasks in Stage 1, Stage 2 and Stage 3.

Teachers, UbD Team

Sep 6, 2016 to Jun 16, 2017

Understanding by Design Units, Lesson Plans,

Not started

Units of study, Alignment

Using the Hess' Cognitive Rigor Matrix, teachers will analyze tasks to identify baseline data to create future assessments.

Teachers, UbD Team

Sep 6, 2016 to Jun 16, 2017

Understanding by Design Units, Lesson Planning, Tasks, Lesson Plans, Assessments

Not started

Rigorous tasks, Assessments, Rigor, Units of study

Using the baseline data gathered from step 2, provide professional development on how to revise student tasks to increase rigor as evidence by the Hess Matrix

Teachers, UbD Team

Sep 6, 2016 to Jun 16, 2017

Understanding by Design Units, Lesson Planning, Tasks, Lesson Plans, Assessments

Not started

Professional development, Rigor, Units of study

Using student work, teachers will continuously analyze and reflect by progress monitoring and making adjustments as needed for forthcoming units.

Teachers, UbD Team

Sep 6, 2016 to Jun 16, 2017

Student Work, Data, Units of Study

Not started

Progress monitoring, Units of study, Student work protocol

Strategy 4

If we do...

...then we see...

...which leads to...

Develop more consistent and frequent communication with parents by staff members (i.e., text, newsletters, website, face-to-face) and are sensitive to cultural norms and needs.

Increase in parent participation in school events and feeling of belonging.

Greater parent participation rates, at events, report-card pick-up, survey completion, parental portal and the an increase in Five Essentials Score - Involved Families.

Tags:

Parental involvement, Communication, Parent engagement

Area(s) of focus:

4

Action step

Responsible

Timeframe

Evidence for status

Status

Survey parents to strategically use their talents.

Parent Liaison & Administration

May 16, 2016 to Jun 16, 2017

Surveys

Not started

Parental involvement, Parent engagement, Surveys

Clear expectation for parent involvement and recognition. (Brainstorm ideas to recognize parents, thank-you cards, student created cards)	Teachers & Administration	Jun 13, 2016 to Jun 16, 2017	Artifacts for Recognition	Not started
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Parental involvement, Parent engagement

Send regular, positive, personalized communication from a staff members, and students.	Teachers & Administration	Jul 1, 2016 to Jun 16, 2017	Artifacts, Letters, Notes, etc.	Not started
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Parental involvement, Parent engagement

Develop a consistent structure to communicate methods (social media, traditional) sensitive to cultural norms and needs.	Administration, ILT, LSC	Jul 1, 2016 to Jun 16, 2017	Parent & Teacher Handbook	Not started
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Parental involvement, Communication, Parent engagement

Uniform structure and guidelines for parent room for all parents	Parent Liaison, Administration	Jul 1, 2016 to Jun 16, 2017	Parent Handbook	Not started
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Parent engagement, Parent involvement

Survey parents periodically.	Administration, Parent Liaison	May 16, 2016 to Jun 16, 2017	Surveys	Not started
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Parental involvement, Communication, Parent engagement

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Teachers will receive professional development on student goal setting to set high expectations so all students stretch to not only meet but exceed personal learning goals, and incorporate common language school-wide.</p> <p>Tags: Academic gain, Academic, Academic expectations, Collective responsibility, Academic learning, Data, Growth mindset, Data driven instruction, Goal setting</p>	All Staff	Aug 29, 2016	Jun 16, 2017	Not started
<p>✚ Teach students about growth mindset (fixed vs growth) over time and practice. Students will apply a growth mindset that results in increased successes through continued self-reflection</p> <p>Tags: Academic gain, Academic, Academic expectations, Collective responsibility, Academic learning, Reflection, Growth mindset, Self assessment, Survey</p>	Teachers and Students	Sep 6, 2016	Jun 16, 2017	Not started
<p>✚ Teacher and students will determine and set appropriate smart goals throughout the school year and revise as needed.</p> <p>Tags: Academic gain, Academic, Academic expectations, Collective responsibility, Academic learning, Smart goals, Self-assess</p>	Teachers and Students	Sep 6, 2016	Jun 19, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers and students will learn to reflect and self-monitor daily, weekly, and/or quarterly on their smart goals. They will assess progress toward a growth mindset through the use of a variety of tools. Tags: Academic gain, Academic, Academic expectations, Collective responsibility, Academic learning, Reflection, Self assessment</p>	Teachers and Students	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Teachers will receive professional development on language domains and their interconnectedness for our students. Tags: Language acquisition, Reading strategies, Learning targets, Professional development, Language acquisition</p>	Teachers, Professional Development,	Jan 4, 2016	Jun 16, 2017	On-Track
<p>✦ Teachers will analyze ACCESS data and plot students for future instructional planning. Tags: Language acquisition, Reading strategies, Learning targets, Data analysis, Esl strategies, Access</p>	Teachers, Bilingual Lead Teacher, MTTS Coordinator	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Teachers will receive professional development to identify the WIDA can-do descriptors and chart to use in planning and lesson delivery Tags: Language acquisition, Reading strategies, Learning targets, Wida, Reading strategies, Esl strategies</p>	Teachers, Administration	Jan 4, 2016	Jun 16, 2017	On-Track
<p>✦ Teachers will analyze texts and tasks for language demands. Tags: Language acquisition, Reading strategies, Learning targets, Language acquisition, Language objectives</p>	Teachers	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Teachers will learn how to write language objectives/targets in their instructional units. Tags: Language acquisition, Reading strategies, Learning targets, Language acquisition, Learning targets, Language objectives</p>	Teachers, UbD/Language Matters Team	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Teachers will receive professional development in lesson delivery using language demands to identify strategic strategies. They will develop discussion techniques to promote language development Tags: Language acquisition, Reading strategies, Learning targets, Professional development, Language acquisition, Language objectives</p>	Teachers, Administration	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Teachers will participate in peer observations to observe how others meet the language needs during instruction Tags: Language acquisition, Reading strategies, Learning targets, Learning objectives, Peer observation, Language objectives</p>	Teachers, Administration	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Instructional units are analyzed for alignment of standards and tasks in Stage 1, Stage 2 and Stage 3. Tags: Rigorous tasks, Academic rigor, Units of study, Alignment</p>	Teachers, UbD Team	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Using the Hess' Cognitive Rigor Matrix, teachers will analyze tasks to identify baseline data to create future assessments. Tags: Rigorous tasks, Academic rigor, Rigorous tasks, Assessments, Rigor, Units of study</p>	Teachers, UbD Team	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Using the baseline data gathered from step 2, provide professional development on how to revise student tasks to increase rigor as evidence by the Hess Matrix Tags: Rigorous tasks, Academic rigor, Professional development, Rigor, Units of study</p>	Teachers, UbD Team	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Using student work, teachers will continuously analyze and reflect by progress monitoring and making adjustments as needed for forthcoming units. Tags: Rigorous tasks, Academic rigor, Progress monitoring, Units of study, Student work protocol</p>	Teachers, UbD Team	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Survey parents to strategically use their talents. Tags: Parental involvement, Communication, Parent engagement, Parental involvement, Parent engagement, Surveys</p>	Parent Liaison & Administration	May 16, 2016	Jun 16, 2017	Not started
<p>✦ Clear expectation for parent involvement and recognition. (Brainstorm ideas to recognize parents, thank-you cards, student created cards) Tags: Parental involvement, Communication, Parent engagement, Parental involvement, Parent engagement</p>	Teachers & Administration	Jun 13, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Send regular, positive, personalized communication from a staff members, and students. Tags: Parental involvement, Communication, Parent engagement, Parental involvement, Parent engagement</p>	Teachers & Administration	Jul 1, 2016	Jun 16, 2017	Not started
<p>✦ Develop a consistent structure to communicate methods (social media, traditional) sensitive to cultural norms and needs. Tags: Parental involvement, Communication, Parent engagement, Parental involvement, Communication, Parent engagement</p>	Administration, ILT, LSC	Jul 1, 2016	Jun 16, 2017	Not started
<p>✦ Uniform structure and guidelines for parent room for all parents Tags: Parental involvement, Communication, Parent engagement, Parent engagement, Parent involvement</p>	Parent Liaison, Administration	Jul 1, 2016	Jun 16, 2017	Not started
<p>✦ Survey parents periodically. Tags: Parental involvement, Communication, Parent engagement, Parental involvement, Communication, Parent engagement</p>	Administration, Parent Liaison	May 16, 2016	Jun 16, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

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

Consistent with section 1118, the school will work to ensure that the required school-level parental involvement policy meets the requirements of section 1118 of the No Child Left Behind Act (NCLBA) and includes, as a component, a school-parent compact consistent with section 1118(d) of the NCLBA. The school will take the following actions to involve parents in the joint development and periodic review and updating of its school parental involvement plan and policy under section 1118 of the NCLBA: Distributing the current policy to all Title I parents at the beginning of the school year, including, but not limited to, the Annual NCLBA Title I, Part A Meeting of Parents; Receiving input, suggestions and feedback from parents at the Annual NCLBA, Title I, Part A Parents Meeting, the Annual School NCLBA, Title I, Part A Parent Advisory Council (PAC) Organizational Meeting, other PAC meetings, Local School Council Meetings; Receiving input, suggestions and feedback from parents in the course of developing the School Improvement Plan and the school's Title I Educational Program for the next school year.

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

To inform parents of the Title I, Part A Annual Meeting and all Parent Advisory Council Meetings, and all other parent meetings, the school will:

At least 7 days before: Post on school website, send notice of the meeting home with the students, make notices available in the main office for parents; At least 48 hours before: Place phone calls to students' homes, Post a notice and agenda in the school's main lobby.

Annual and Organizational meeting date occurred on Friday, September 23, 2016 at 2:00 p.m. in Room 118 - Annex.

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 provide parents of participating children information in a timely manner about its Title I, Part A program that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by: Making a copy of the CIWP plan for the current school year available for review and inspection in the main office, Notifying all parents of the CPS Elementary School Promotion Policies in accordance with the notification requirements stated in each policy, Informing all parents of their children's academic progress in accordance with the CPS Elementary School Promotion Policies, Providing all parents information on the standardized testing tools employed to assess academic progress from grade-to-grade prior to the testing.

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.

At the request of parents, the school 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. The school will respond to any such suggestions as soon as practicably possible by: responding in writing to individual parents who submit suggestions in writing within 15 school days of receipt of the suggestion by school or principal; oral responses from the Principal at Local School Council Meetings, School Parent Advisory Council meetings, or other individual or collective meetings with parents, as appropriate.

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.

The school will provide each parent an individual student report about the performance of their child on the State assessment in at least math and reading by: distributing and explaining to each parent a report provided by the State of their child's individual performance on the NWEA math and reading growth goals; posting instructions on how to interpret NWEA Growth Goals in math and reading on the school's website.

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.

The school will provide each parent timely notice when their child has been assigned to, or taught by, a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) for four (4) or more consecutive weeks by: sending a notice letter to each parent home with the student and by regular and/or certified U.S. Mail to the parent's address of record with the school at the end of the fourth week.

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 will provide assistance to parents of participating children to improve their understanding of the following: 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 by: requiring parents attendance at workshops, conferences and classes, concerning any equipment or other materials that may be necessary to ensure success; Employing existing strategies and developing new ones to increase parental involvement in supporting their children's academic progress, such as volunteering at school, serving on the Local School Council or attending Local School Council meetings and serving on or participating in the Parent Advisory Council; Sharing information with parents about staff professional development workshops, conferences, or classes; Providing such information on the school website and in parent packets, newsletters, and informational handouts distributed at Parent Advisory Council meetings, other parent meetings, Local School Council meetings, open houses and parent-teacher conferences.

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 information, resources, materials and training to help parents work with their children to improve their academic achievement, such as literacy training and technology, as appropriate, to foster parental involvement, by: offering workshops, conferences and classes concerning any equipment or other materials that may be necessary to ensure success; providing parents with information on classroom curriculum and contents for parent support at home, these will be sent home by classroom teacher in parent packets throughout the year according to the topic being taught; Conducting curriculum-related events 2-4 times yearly, such as literacy, academic support for literacy and mathematics, technology, etc.; Providing information and resources to parents in the school newsletter and the school website on supporting student success, interpreting data, and supporting learning; Providing parents information about student academic progress in accordance with the Elementary School Promotion policies.

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.

With the assistance of its parents, the school will educate its teachers, pupil services personnel, administration and other staff in the value and utility of contributions by parents, in ways to reach out, communicate, and work with parents as equal partners in the education of their children, and in how to implement and coordinate parent programs to build ties between parents and schools, by offering professional staff development opportunities that focus on such education.

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.

The school will, to the extent feasible and appropriate, coordinate and integrate parental programs and activities with the PreK program. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Establishing and supporting a Parent Advisory Council; Offering parents the opportunity to volunteer at school; Conducting workshops and classes, including, but not limited to, literacy classes, and providing the necessary equipment and other materials for parents.

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 Local School Council will post monthly minutes in both English and Spanish in a location for all parents and community members to read. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

A. The school will post a Notice and Agenda for the Annual Meeting and all Parent Advisory Councils meeting in the school's main lobby at least 48 hours in advance and will distribute/disseminate notice by one or more of the following methods:
At least 7 days before: U.S. Mail/School Website, School Newsletter; Sending notice of the meeting home with the students; Making notices available in the main office for parents; At least 48 hours before: Placing phone calls to students' homes.

B. The school will provide information related to the school, parent-programs and meetings and other activities by including such information on the school website and in parent packets, newsletters, and informational handouts distributed at Parent Advisory Council meetings, other parent meetings, Local School Council meetings, open houses and parent-teacher conferences;

C. The school will provide all notices and information in English and Spanish.

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.)

Henry School is committed to providing a safe, secure, nurturing environment leading to the development of socially and emotionally healthy, productive members of a 21st century global society. Successful students of Henry School will be highly-skilled, strong team-workers guided by respect for diversity and respect for others. We envision working with local institutions, community organizations, as well as business leaders, to instill pro-social skills and to ensure the emotional health of our student community. High academic achievement for all students, including Students with Disabilities, and English Language Learners will be assured through the cooperative efforts of the entire Henry community working together to instill a lifelong love of learning in all students.

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.

Progress reports are distributed to all parents at the end of five week marking periods of all four quarters. Parents of student in grades K-2 receive DIBELS/IDEL assessments and progress reports at the end of the Fall, Winter and Spring assessment windows. Parents of students in grades 3-6 receive NWEA-MAP Reading and Math assessments report at the end of the Fall, Winter, and Spring semesters. All teachers post weekly grades in an online grade book accessible to all parents.

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

Progress reports are distributed to all parents at the end of five week marking periods of all four quarters. Parents of student in grades K-2 receive DIBELS/IDEL assessments and progress reports at the end of the Fall, Winter and Spring assessment windows. Parents of students in grades 3-6 receive NWEA-MAP Reading and Math assessments report at the end of the Fall, Winter, and Spring semesters. All teachers post weekly grades in an online grade book accessible to all parents.

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

The Henry school administration, faculty and staff support an open door policy for all parents and guardians welcoming regular contact with the school. The school administration meets daily with parents regarding their concerns; appointments are not necessary. Parents can also meet with school staff by appointment before, during and after the school day. Teachers, students and parents are welcomed to use the school agenda book and email for regular communication between home and school.

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.

The Henry School welcomes parent and community support of their children's education. Parents are welcomed to visit their children's classroom to observe and participate in classroom activities. Henry parents volunteer to work in collaboration with their classroom teachers providing invaluable support and services. Parents also participate in field trips as chaperones.

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

Parents will support our children's learning in the following ways: Monitoring attendance; Ensuring that homework is completed; Monitoring amount of television children watch; Volunteering in child's classroom; Participating, as appropriate, in decisions relating to their child's education; Promoting positive use of their child's extracurricular time; Staying informed about their children's education and communicating with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate; Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the schools CIWP Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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

The school administration, the ILT and teacher teams are very strategic in understanding, analyzing and using assessment data to inform instructional decisions. 30-days, 60-days, 90-days, 180-days action plans are drafted every fall based on assessment and demographic data. Action plans are visited regularly at team level, grade level and individual meetings with the school administration. Instruction is driven by data and progress in student achievement is monitored by scheduled benchmark assessments and progress monitoring. Growth and proficiency targets are set for individual students and communicated at student, parent, teacher goal setting conferences.

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).

All Henry School students are instructed about and become familiar with the "Henry Hawks High Flying Expectations" - "Be Prepared, Be Respectful, Be Productive, Be Safe", an essential part of the Henry School "Be Somebody - Student Management Plan" developed collaboratively by administrators, teachers and parents. Students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically students will: Do their homework every day and ask for help when they need it; Read at least 30 minutes every day outside of school time; Give parents or the adult who is responsible for their welfare all notices and information received by students from school every day; Attend school regularly and participate in the attendance incentive programs; Understand and support the school PBIS CHAMP positive behavior plan and participate in incentive programs to promote positive behavior.

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.

The goal of Henry School is to increase parent involvement by providing parents learning opportunities to support their child in academics and social-emotional development with personalized learning.

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.	\$ 115 .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.	\$ 200 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 500 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 2100 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1200 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
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	\$ 0 .00

office or where staff and students have access too. To be used only by parents.