



John Hancock College Preparatory High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/01/2018	Herrick, Pavona, Garfield, Puentes-Hernandez	Team Development
02/06/2018	Garfield, Neidt, Pavona, Puentes-Hernandez,	Project Plans, Outlines and Deadlines
02/12/2018	Herrick, Neidt, Pavona	Continued work on SEF
02/15/2018	Herrick, Puentes-Hernandez, Garfield, Neidt	Continued work on SEF
03/05/2018	Herrick, Garfield, Puentes-Hernandez	Continued with on SEF
03/08/2018	Herrick, Garfield, Pavona, Samaniego, Neidt, Lopez, Moreno, Puentes-Hernandez	Highlighting Activity for SEF
03/14/2018	Herrick, Garfield, Rodriguez, Puentes-Hernandez, Silva, Pavona, Neidt	Identifying Priorities
03/23/2018	Herrick, Garfield, Rodriguez, Silva, Puentes-Hernandez, Samaniego, Neidt, Pavona, Sheridan, Stucky	Discussing reasons for non development of priorities
03/28/2018	Garfield, Puentes-Hernandez	Setting Goals

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

If the adults and students in the Hancock community feel that they have had a voice in the development of, and a stake in the execution in a shared collective vision of school excellence, then we collectively will be able to enact a consistent, focused commitment to high expectations for students and staff, which we believe will motivate everyone to continue to push for post-secondary and career success for every student. At the start of our shift to selective enrollment in 2015-16, we brought together students, parents, teachers, community members, Network 8 staff, and administrators to revise our existing mission and vision statements. Those conversations resulted in our current mission statement: John Hancock College Prep empowers students through academic and social engagement to create change in their personal lives and in their communities. And our current vision statement: The vision of John Hancock College Prep is that every student graduates to a highly selective institution of higher education, using their knowledge and skills to lead a civically engaged professional life.

Hancock admin meets regularly with a variety of parent and community groups -- our PAC, BAC, Friends of Hancock and LSC monthly, and we hold informal "Coffee with the Principal" during the first and third quarters (our next is coming up in mid March). Hancock leadership staff also meets quarterly with our Student Council/Student Voice leadership team to discuss issues and collectively resolve conflicts. We have a new website that will be live in mid February 2018 to increase marketing, continue our presence on social media with Twitter, Snapchat and Facebook pages, as well as continue to use every opportunity to tell the history of the school and the shared vision that has allowed us to move closer to the Hancock of our vision and mission statements. This collective responsibility is a result of teachers holding shared leadership responsibilities across multiple aspects of the school -- at the Senior Leadership, Instructional Leadership, Post-Secondary Leadership, Student Academic Support, department, grade level, course, (all teacher-led) -- which means that teacher leadership is distributed, equity of teacher voice is enhanced, and individual teacher capacity in teams is increased. Equity of voice is assured through frequent staff surveys, department meetings, and grade level team professional learning decisions. School leaders' doors are open to teacher concerns and solutions to common problems. Teachers who participate in external PD are allowed time on departmental meeting agendas to share professional learning with peers.

In response to the data from My Voice My School regarding teacher influence that revealed teachers do not have a voice in how discretionary funds are used, department chairs have increased ownership over their budgets. Admin created a tracker that is available for all teachers to see how money is spent at the department level. In the past few years, our MVMS ratings with respect to Effective Leaders rose from 45 in 2014 to 71 in 2016, and then dropped to 55 in 2017. In 2018-19, we will focus on increasing teacher-principal trust through non-evaluative coaching, sending more teachers to NCS facilitative coaching training, and involving more teacher leaders in the development of school wide professional learning planning and facilitation. Our rating for collaborative teachers also fell to 58 from 80, which is a concern. Teacher to teacher trust is the lowest area so we have instituted a lesson study cycle where teachers work together and receive support in a collaborative setting. We are also being intentional reflective on our teams and working to increase capacity in course team leads. We also received feedback around limiting our priorities, so we have created and shared a graphic that aligns our initiatives and we have been intentional about not adding anything new.

Hancock relies on our use of MTSS to help us make academic and SEL decisions that impact our students and staff. We also model instruction and use goal-setting methods during our coaching sessions that benefit all students.

Guide for Leadership & Collective Responsibility

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

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

Instructional Leadership Team:

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

Score

1 2 3 4

If our Instructional Leadership Team is representative of teacher disciplinary knowledge and teaching experience, capable of sustaining two-way feedback, and committed to holding our peers responsible for improving school-wide teaching and learning, then teachers' work will become more aligned and differentiated, to increase student achievement. Hancock's ILT, comprised of department chairs, admin, and other teacher leaders, provides specific leadership and guidance around the school's Targeted Instructional Area (TIA) -- critical thinking. Our ILT is only charged with increasing student capacity around critical thinking through teacher powerful practices of metacognition, analytical writing and questions at all DOK levels. We have regular biweekly meetings during a common planning period with focused agendas around a yearly goal and a meeting goal. With the support of the Network for College Success and Network 8 coaching, we have a much stronger ILT that has conducted lesson study cycles, learning walks, and student work protocols. With the shift to lesson study, the ILT provides teachers with several inputs around what lesson study is, what it means, and how it connects to our overall school goals. We also include ample time for reflection around our research questions for lesson study to ensure we are capturing data and learning around our areas of need

We will continue our multi-year focus on critical thinking through argumentative writing and how critical thinking looks and is assessed in all of our core content areas. In response to one of the 2016-17 PBI Report findings about teachers' attention being spread too thin, and through support from NCS partners and cross-school collaborations, quarterly TIA assessments are now integrated into the core departments' quarterly interim assessments. Each core content area takes turns holding responsibility for embedding a TIA-style prompt into their existing interim assessment. All student responses are scored with a modified SAT Writing Analysis rubric so that results across grade levels and content areas can be compared. This change intertwines PSAT/SAT practice, interim assessment expectations, and TIA assessment.

Hancock's Senior Leadership Team takes on some of the roles of a traditional ILT in that it has ILT leadership on it (as well as leadership of all other school-wide teams), and meets bi-weekly to focus on qualitative and quantitative data to monitor implementation of school curricular plans. The Teaching and Learning team (made up of the SLT lead, curriculum coordinator, and administration) meets weekly to review data collected during non-evaluate instructional coaching observations and reflections from interim data meetings with course teams. Data coaches (admin and the curriculum coordinator) meet quarterly with course teams to provide feedback to interims and review and discuss their students' interim assessment results. Data coaches also model how to facilitate a looking a student work protocol with their course teams to continue to build leadership capacity among the staff. The student work reviewed during these meetings serves as a formative assessment for a target standard on their upcoming interim assessment. Further, because our department chairs are also our ILT members, we have committed two department meetings a month for ILT purposes (i.e., professional readings around lesson study, looking at student work, peer observations, writing interim assessments, reflecting on TIA assessments). This has increased community and full-faculty participation in the work of our ILT, which has helped to increase teachers' ownership of ILT goals and outcomes, as noted by admin and department chair pop-in visits.

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	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework:	Shared Leadership, Evaluation of MTSS
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"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

1 2 3 4

If a school develops an integrated, long-term, job-embedded professional development plan for all staff, and has systems in place to continually monitor implementation for effectiveness, then there should be an increase in teachers' professional learning and effectiveness as measured by REACH Domain Three and admin coaching observations. Hancock's professional learning plan includes professional development implemented in whole school and small team formats. We utilize a seminar model for PD, securing input on PD topics, and teachers select which sessions (and sometimes skill-level) they wish to attend. We continue to be committed to expanding the offerings of differentiated, teacher-led sessions. Teachers will reflect on what they have implemented from the Back-to-School professional development and other school improvement days throughout the course of the year. The admin team has implemented a differentiated instructional coaching system that includes observing teachers 1-3 times a month based on need. We have a tracking system that we use to house the feedback we give teachers and to identify and analyze trends. Teachers provide feedback about the coaching process to their instructional coach in the form of a survey at the end of each semester. To continue improving this process, the instructional coaches receive monthly coaching support from a Network for College Success consultant.

Our professional development occurs in principal directed preps. Three department meetings a month are dedicated to either curriculum based work or ILT focused work; the last one is for diary mapping. We also hold PD in grade level team meetings. For example, each grade level team has chosen a professional book to read and discuss throughout the year. Back to school PD topics were created based on our PBI report as well as input from the ILT and department chairs. These topics include: how to access IEPs, ways to support students experiencing anxiety, curriculum mapping support, continued focus on the shift to SAT, the creation of a scope and sequence/vertical alignment work, assessment writing and our new DDI process, and how to strengthen student voice as a democracy school. Teachers have asked for a renewed focus on critical thinking across disciplines and more opportunities for peer observations; therefore, we established lesson study as the focus of our ILT. This lesson study cycle includes inputs, safe practice, planning, observations, analysis and reflection steps. We have our next cohort of RA teachers trained and engaged in coaching. This will bring us to approximately 70% of staff trained as we continue to support disciplinary literacy.

Professional learning also centers around improving our interim assessments with a focus on target standards, creating questions to assess those standards, and how to work with data from those assessments to impact student learning. The teaching and learning team works with each course team to provide feedback on assessments and lead conversations around student work. Data coaches are also working with course teams to use student work protocols to understand student performance on target standards prior to administration of the interim assessment.

All Hancock teachers have common planning time and meet in regular cycles. All department chairs meet monthly with each other to ensure a coherent approach to establishing and monitoring team expectations. Our bi-weekly grade-level teams meet to address the academic and social emotional needs of specific, Tier II students. For 2018-19, our focus includes the use of protocols for course teams, adherence to a teacher-led data-driven instructional cycle around interim assessments, and vertical alignment to create more opportunities for rigorous tasks and productive struggle. The math department will continue to receive additional support to ensure that comprehensive systems and structures are present to increase course team effectiveness and adherence to school-wide curricular expectations to increase relatively flat student achievement results on standardized tests. Specifically, the math SAT data revealed that our students need additional support with the Heart of Algebra (HOA) sub score, so they have been working with administration to develop strategic plans intended to address those deficits. The science department continues to take part in an ongoing professional development collaboration with educational researchers at The University of Illinois at Chicago. They meet monthly with other science teachers from across the district to take part in an Assessment Literacy for NGSS program to continue to refine assessment design and discussion of scientific literacy practices. We have also increased supports for new teachers offering weekly coaching, informal mentors, and opportunities to meet as a group a few times a year.

Since the Professional Development score was 58% in 2017, we are increasing opportunities for teachers to give feedback and addressing the subsequent feedback in weekly emails. We will also continue our focus on assessments for SY18 and SY19 to ensure we are effective in this area before adding new initiatives. We believe the more transparent our systems are, the more nuanced and differentiated our in-house professional development is, the more that score will increase.

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	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
<ul style="list-style-type: none">✓ Teaching the Teachers✓ Making Better Use of Research✓ Upcoming Professional Learning Opportunities✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1 2 3 4

If resources (budget, staff, and time) are thoughtfully and strategically aligned to school priorities, then student achievement improves, attendance increases, college going and persistence rates rise, and climate and culture indicators reflect a positive and productive school environment. A key shift related to this work occurred in the fall of 2016 when Hancock moved to a true A/B block schedule with 90 minute classes, thus increasing the amount of instructional time that occurs without interruption, reducing the number of student transitions during the school day, and allowing teachers and students to prepare for and focus on a smaller number of classes each day. An Academic Lab period at the end of every B day supports the resulting elevation in instructional rigor by fostering students' ability to set goals, manage their time, access targeted academic and SEL supports, and advocate for themselves based on their academic and personal needs.

Our commitment to continuous improvement goes beyond our teaching faculty and the limitations of the budget to include capacity building for our school support staff. During school year 2017-18, our support staff reduced by half, with three school clerks now supporting over 1,000 students and staff, as well as parents and community members that enter through our doors every day. Administration met with the clerical team to support them through this transition and collaborate on changes to the organizational chart, including identifying opportunities for additional training. Soon after, Hancock also underwent a district audit, which resulted in a more comprehensive cross-training of clerks, thus removing our reliance on a specific individual to complete specific tasks in a timely manner. Our support staff now holds weekly meetings and participate in a quarterly check-in with administration to assess the team's current performance and establish areas for growth.

Since providing high quality instruction resides at the heart of Hancock's mission, we remain committed to recruiting, hiring and retaining skilled and dedicated educators. This work starts with a collaborative approach to hiring that includes teacher participation in interviews and feedback on candidates, as well as demonstration lessons in classrooms and opportunities for students to provide input on the process. Even more importantly, since so much of our success depends on the ongoing professional development of our teachers, we use a combination of strategies to ensure that our faculty is constantly developing its craft, thus ensuring that all students have access to the best possible instruction. As a result of this, our teacher retention is quite high. Our Teaching and Learning team, made up of administration and two teacher leaders, has created a comprehensive, non-evaluative coaching model to support individual teachers through goal setting and targeted feedback. The T&L team also facilitates data conversations with core course teams to support teachers use of data-driven instruction. Professional development sessions are targeted to school goals, and differentiated to allow for teacher voice. In addition to instructional supports, we have continued to build our program of study for students. In SY18, we added four more Advanced Placement courses and introduced two dual-credit courses. We will continue to expand Early College and Career credentials for students, hoping to end with a total of 20 advanced placement courses and four courses of dual-credit offerings by SY19. Teachers are sent to professional development through the College Board as both new AP teachers or for continuing support.

Finally, Hancock is a careful steward of its university and community partnerships, and seeks out relevant, available grants at every opportunity. Our partnership with the University of Chicago's Network for College Success is in its eleventh year and our Youth Guidance partnership formed in 2011. Though the partnership is coming to an end this school year, GEARUP has been an incredibly valuable resource in helping students apply to and enroll in institutions of higher education. Additionally, our post-secondary leadership team has been relentlessly building relationships with community partners, such as Mind & Hand, to provide external supports around college access. Mind & Hand now participates in our PLT to collaborate and extend opportunities to students that align with Hancock's vision. We will continue our partnership with the James Dyson Foundation and will be teaching a new course in SY18 to expand the use of our makerspace lab, one of the areas created with this specific grant. We have one teacher currently working with Dyson to teach the Dyson EPICS course in SY19, and we are taking a lead role in modeling the larger program for new elementary school partners in our district. Lastly, we are in preliminary conversations with Daley College, with which we have already developed a robust partnership around dual enrollment and dual credit courses, to create connections between our CTE Pre-Engineering program and the college's state of the art Manufacturing and Robotics program, which is scheduled to open in Fall 2018.

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
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Aligning Resources with Priorities: Focusing on What Matters Most
✓	Instructional Supports
✓	Strategic Source Vendor List
✓	CPS Instructional Time Guidelines: Elementary School Overview
✓	CPS Instructional Time Guidelines: High School Overview
✓	CPS Instructional Block Guidance: K-2 Literacy
✓	CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

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

In 2008, Hancock's FOT rate was 57%. Last year, that number was 99%. There are two significant factors that account for that growth -- our commitment to aligned, rigorous curriculum, and our fully integrated social/emotional and academic supports. An indication of this success is from our MVMS 2016 results, with a Student-Teacher Trust score of 92. Teachers report they expect all students to go to college. Students report certain classes are challenging and "make them think". From our 2017 PBI report, when given opportunities to collaborate with their peers, students state that they are able to make connections and develop further inquiries when engaging with critical thinking tasks such as determining the credibility of primary sources, making sense of equations with graphs, evaluating connections between claims and evidence, and assessing the validity of data.

If course teams engage in routine review of student work that address common learning standards, then teachers will discuss whether quality of tasks, instructional practices, and instructional materials/resources are appropriately used for our diverse community of students, and will make needed adjustments to pacing of courses to maximize learning for all students. Hancock teachers engage in weekly collaborative meetings with course teams and department members. We have developed a system in which department chairs serve as members of the Instructional Leadership Team, and engage their teams in professional learning cycles to improve student learning as a result of effective teaching practices. As a department, teachers study and implement our powerful practices to engage students in different levels of thinking in the content area (talking to the text, double-entry journals, and read aloud/think aloud). At the course team level, teachers are charged with reviewing common interim assessments with their data coaches, identifying key learning standards, understanding essential key content and skills, and creating learning activities with appropriate resources for a diverse community of students.

In addition, every teacher at Hancock engages in a monthly projected and diary mapping process. Projected maps include content, standards, skills, assessments, resources and essential questions. Diary maps are where teachers review the content, skills, and assessments described in their projected curriculum maps and then reflect on what was taught, how it was taught, and whether or not students mastered the content. These diary maps are then used as the foundation for the next year's projected maps and as part of an ongoing commitment to vertical alignment especially to AP courses. To continue to emphasize the use of the curriculum maps as an instructional planning tool, teachers meet quarterly during our flex PD time to engage in vertical as well as horizontal alignment discussions and planning sessions. To further support vertical alignment and readiness for Advanced Placement courses, we have created an AP cohort that meets monthly, where AP teachers share resources, examine online AP support resources such as Albert.io and AP Insight, and provide feedback on teacher-developed assessments and activities.

We have also worked to increase the number of AP classes we offer; we will have 20 AP classes Sy18. We will also increase the number of students who take Dual Enrollment coursework (English 101, 102 and Math 118) through our partnerships with the City Colleges of Chicago. Because of this, we continue to strengthen our Pre-AP program with vertical alignment focused grade level meetings.

From the standpoint of disciplinary literacy, we are a Reading Apprenticeship school. 2017-2018 is our sixth year; each year we bring on a new cohort of teachers. This grass-roots approach to disciplinary literacy is one of the reasons our reading scores have shown such strong growth (see below) as we incorporate interdisciplinary strategies such as talking to the text, using metacognitive logs, reciprocal teaching, and creating arguments through reasoned evidence throughout all core classes. Our instructional coaching initiative also includes monthly school based meetings for RAAD teachers.

Additionally, we have focused on diverse, culturally appropriate texts reflecting many perspectives and voices, as fitting our Democracy School status. (For example, *The Kite Runner* and *In the Time of Butterflies* in English II, and the inclusion of many Latin authors in English IV. We use both fiction and narrative-nonfiction anchor texts in our science and social science classes for instruction, and our world language classes are moving to culturally (and developmentally) appropriate novels to supplement their textbooks. All of this supports our commitment to disciplinary literacy, which is supported by the high percentage (82%) of our juniors meeting benchmark on the fall PSAT. For those students who are struggling to meet the college readiness benchmarks set by the district, teachers have been creating individualized plans using the SAT skills insight as a guide. In addition, their interim assessments are modeled off of the SAT. The results of these interims are then analyzed with the support of our data coaches. Although real-world application is an area of growth, we have started that work with our TIA assessments where each department develops a task to measure critical thinking within their discipline in a real world performance task.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**

- Diverse learners to demonstrate core knowledge and skills.
- English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
- Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 **3** 4

If Hancock is committed to following CCSS-aligned curriculum maps, then teachers will select instructional materials that encourage students to interact with written, visual, and auditory text; consequently, students will be able to develop language domains in reading, writing, speaking, and listening. If our school-wide Targeted Instructional Area (TIA) is critical thinking and our powerful practice of disciplinary literacy is evident in all classrooms, then teachers will select instructional resources that connect to our school-wide initiative and meet the needs of all our students. Hancock teachers use a combination of textbooks, standards-aligned materials, teacher-generated materials, and media (online newscasts, websites, videos, blogs, e-books, student writing samples, articles) to ensure students are building common skills (i.e., read and comprehend varying complex text, use text to understand meaning of words, generate and answer varying levels of questions, make a claim and counterclaim, cite and organize appropriate evidence from multiple text, and be able to provide a rationale that connects evidence to claims in addition to specific content knowledge). If teachers regularly review student work, then they will be able to measure the effectiveness of instruction and whether learning activities were appropriate for students to actively practice, perform, and receive feedback on all required skills and demonstrated content knowledge. This process would guide teachers to refine student-centered instructional activities and reflect on the use of resources/supplemental materials used with learners in whole-class instruction, small-group instruction or independent learning. This will remain a focus in 2018-2019.

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

We also have a new textbook systems that ensures departments have up-to-date and relevant materials. This includes technology and online programs such as Albert.i.o, AP Insight, Criterion and Khan Academy. All resources are aligned to content, skills and assessments in our curriculum maps and teachers use our librarian's vast knowledge of other supplemental resources to enhance their curriculum.

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

In the next two years, we will continue our focus on vertical alignment from honors to Advanced Placement classes. This will include the addition of several new courses in the 2018-2019 school year - AP Statistics, AP Research, AP Chemistry, AP European History, EPICS, Drama IV and H. Film Studies - and the continued work of creating and refining both projected and diary maps for every course. These maps drive our work around vertical alignment especially as we review and discuss these maps in quarterly grade level team meetings. We will also continue to refine the curricular materials used in courses to ensure a commitment to the use of primary sources and varied and complex texts.

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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 2 3 4

If Hancock expects students to have the necessary skills and content knowledge to persist in college, teachers need to have established high expectations for all learners and ensure the classroom learning environment, while challenging, offers scaffolded support. Hancock's learning environment supports students to process new information, apply new concepts and skills to a variety of situations through project-based learning and/or performance assessments. Over the past several years, teachers have worked to refine their common interim assessments (our MVMS Collaborative Practices score was 71). This year, that focus has shifted to creating interim assessments, which are given every six to eight weeks and help inform teachers' instruction for the remaining weeks of each quarter. In addition, we have used the lesson study model (which has been facilitated through the ILT) to provide course teams with the opportunity to observe and reflect upon how teacher moves influence students' ability to think critically and engage in productive struggle. These lesson study observations along with the results of the PBI report and our weekly to monthly non-evaluative coaching observations indicate that in a typical Hancock classroom students attempt to generate different levels of questions during whole or small group discussion, students are given assessments that include a range of questioning, some teachers act as facilitator as students engage in discussion protocols, students in some classes lead discussions and cite textual evidence to support their stance, and most students read text daily and respond with evidence in nearly every class. Finally, in many classrooms students revise their work based on teacher and student feedback as well as construct a hypothesis, test hypothesize, record data, and evaluate data.

If Hancock is to build the qualities of perseverance in Hancock students, then ALL teachers need to ensure learning activities are aligned to standards, and learning objectives are clearly communicated to students, so students understand the purpose of learning. ALL Hancock students are able to explain what they are learning, and how that learning is relevant to them, and they can also articulate how that learning can be applied in useful ways. Using the results of the PBI report as a guide, we have focused all of our professional learning this year around meeting this goal. Coaches and their teachers have discussed concrete strategies to ensure that critical thinking is happening in every classroom for every student every day, the lesson study research questions examine the extent to which students can think critically in specific content areas, and as data coaches review both the draft of interim assessments and the results of those interim assessments after they are administered, they aim to determine how instruction is helping students tackle increasingly complex tasks. This work will continue in school year 2018-2019.

Our work with relational trust will address teacher expectations of students to ensure teachers have high expectations and are increasing their scores in domain 2, especially 2b. We will continue to work with Reading Apprenticeship to focus on close reading skills as well as include professional learning from summits around the TRU dimensions with an increased focus on Cognitive Demand and Agency, Authority and Identity. We will continue to use our maps as tool for supporting work with understanding standards and how our assessment align their them. We need to continue to improve coherence in our math departments and build on real world application in our tasks such as the mock trials in our Law department and projects in our EPICS classes.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques,

- making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

If Hancock expects all students to leave high school with a post-secondary plan, then all stakeholders must be part of building a college-going culture. Weekly counseling meetings, including both internal and external key partners, ensures that all stakeholders are working in collaboration to maximize resources. Streamlining our efforts have allowed us the opportunity to create a blueprint so that Hancock students will have access to a college roadmap in SY19. Students have an opportunity to learn more about the transition to Hancock during Freshmen Orientation, which we run alongside Parent University. Both programs are designed to support incoming students and their families, with a range of topics from understanding grade point averages to attending a college field trip. Throughout the year, we host various events- college and career fairs, financial aid presentations, mental health classes- to empower our families with resources for their child's academic success..

During SY18, Hancock revised our program of study, expanding course offerings to ensure all students have access to rigorous and engaging curriculum that will prepare them for college or career. Our 2017 SQRP data indicated that 37.8% of students earned early college and career credentials through either advanced placement or dual credit offerings. During SY19, students will have the opportunity to enroll in 20 Advanced Placement courses as well as 5 dual-credit courses (up from 16 and 2, respectively). We have also created new partnerships with work-study programs such as Urban Alliance and Genesys Works, increasing student's access to career pathways. In 2017-2018, the counseling team reorganized and have created new tracking tools to ensure that individual seniors and their parents have concrete plans before graduation. These tools monitor counselor interactions with seniors to ensure they are on-track in college enrollment, financial aid packages have been reviewed, registration has been completed, and parents have been informed about the steps of the process. Our 2017 SQRP data indicated our college enrollment rate was 59.5% and our college persistence rate was 66.9%. FAFSA completion is currently at 90% (95% of those students who are SSN eligible). Our college coach has already began a summer melt plan, inviting admissions officers to Hancock to finalize the college enrollment process before students exit high school. We have also partnered with organizations such as Launch U and The Academy Group to provide additional supports to students in college so they can persist all four years..

The goal of Hancock's Post-Secondary Leadership Team (comprised of classroom teachers, community partners, parent advocates, counselors, post-secondary coach, and an administrator who spearheads this initiative) is to increase college enrollment for the class of 2018 from 59.7% to 65%, as well as ensure all Hancock students, many first-generation college goers, are informed about and engaged in the college process beginning in 9th grade. The team works through a developmental approach to college access and success and through different initiatives (guidance lessons, workshop, college tours) will help Hancock students form a college-going mindset, articulate their aspirations and expectations, maintain strong peer/adult relationships, set goals, and plan for post-secondary life.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates

- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Instruction 3

If the Instructional Leadership Team (ILT) leads the staff in multiple professional learning cycles that include inputs, safe practice, peer observations, student work analysis, and learning walks, then the instruction around our Targeted Instructional Area (TIA) of critical thinking will improve and we should see an increase in students' capacity to produce text-based claims supported by reasoned evidence. This has proven to be true with the results from our learning walks (and supported by our MVMS survey results in Ambitious instruction, which grew from 51 in 2013 to 87 in 2017). However, findings from the 2017 PBI report indicate that many teachers have raised the levels of challenge in the tasks and texts they assign, but they are uneven in supporting students in meeting these challenges. In some classes, teachers conflate rigorous work with quantity of tasks. Others use the same texts for students at very different academic levels and do not adjust their instruction or tasks to meet varied student needs. Therein lies our next step.

For the remainder of 2018, and going forward, the ILT will continue our work with lesson study with a particular focus around productive struggle. During third quarter, course teams will revise the research questions they drafted during second quarter to make them more quantifiable and with a renewed focus on the observation of productive struggle. Students will be pushed to ask one another questions, defend their answers or thinking, and/or build upon or challenge each other's ideas. (Our MVMS 2017 student survey rated Quality of Student Discussion at 85 and although this is impressive, it is a decrease from the 2016 score of 99!) Reading Apprenticeship strategies (Hancock is in its fifth year of RA participation through the University of Chicago's Network for College Success) will also support the use of critical thinking through metacognitive logs (like DEJs), talking to the text, and read aloud/think aloud. Finally, instructional coaches will continue to support teachers with concrete instructional strategies that will help them both increase the complexity of tasks and the scaffolding of supports students need to experience success on these tasks.

While most of our students have found success in the classroom, as is evident with a mid-year 2018 school-wide core pass rate of over 90%, and over 52% of students earning a 3.0 or above GPA, our male students continue to underperform our female students. This year, Hancock has provided several professional development supports for teachers to increase student achievement for our males. As has been the trend for several years, while the majority of our female students are college ready, their male peers are not. At the end of January, for example, while over 54% of females in the building had earned a 3.0 GPA or higher, only 32% of male students had reached the same benchmark. To combat this disparity, we have started a book study in our grade level team meetings where we devote half of each meeting to reading and discussing books focused around this very issue. This year we are reading *Building Racial and Cultural Competence in the Classroom* by Karen Manheim Teal and Jennifer E. Obidah and *Invisible No More: Understanding the Disenfranchisement of Latino Men and Boys* by Pedro Noguera. In addition, we review this data weekly in our Senior Leadership Team meeting as well as discuss failures and GPA by teacher to uncover trends that may be impacting the overall numbers. Recently, we have used the problem solving protocol to investigate what may be at the root of our junior males' drop in achievement. This will be our priority for the rest of the school year and likely beyond.

In addition, teachers are required to post objectives for each lesson. These objectives are aligned to CCSS. Because of our work with Instructional Core Effectiveness, improving teacher strategic questioning is a school wide goal. We work extensively with assessment through coaching and data conversations as mentioned in the balanced assessment section. We also include professional learning around best practices in instruction for EL and DL students during our principal directed PD days.

Guide for Instruction

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

- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

If the school has developed and sustained strong and powerful data compilation, analysis, and communication systems, then school faculty and staff will have the accurate and timely data to make informed decisions regarding current practice and future plans leading to individual student success in high school and beyond. Our professional learning focus this year has been on assessments and because of this each course team has a set of common assessments: CCSS and NGS-aligned interim assessments as well as both formative and summatives in a variety of formats. While our MVMS Ambitious Instruction score was 87 in 2017, we know that a teacher's capacity to use this rich array of data to inform instruction varies by individual and course team. We will continue to focus on the analysis of the rich formative data (such as student work) available to our teachers to ensure that all students are engaged in appropriately rigorous instructional content, and that they are making progress toward grade-level and course team goals. This year, we have assigned a data coach to each course team, so teachers are receiving additional support as they create interim assessments and then analyze the results of those interim assessments. Data coaches also facilitate Looking at Student Work Protocols around formative assessments to provide additional supports around using assessment data to drive instruction. Including work around progress monitoring is one of our next steps.

In our 2016 MVMS results, Academic Press jumped from 51 in 2013 to 99 in 2017, an indicator that there is consistent growth in this area. In addition, we have worked hard over the last several years in order to create a fair and equitable grading system that rewards students for what they know -- not for how well they comply with instructions. Almost all teachers at Hancock use standards-based grading, and teachers in every department ensure that students have multiple opportunities to demonstrate mastery on key standards. There is a common standards grading rubric, which is modified by departments but provide explicit information on what students need to do on a specific assessment to get an "A", for example. Because we have noticed some inconsistencies in teacher grading practices during the biweekly Gradebook audits, we also held a Standards-Based Grading "reboot" session during the February 2 PD and will continue to provide support to course teams as they align their assessment practices. This work will continue into the 2018-2019 school year and likely beyond.

We work with our EL and DL teachers to ensure they understand how to make appropriate accommodations and modifications for students. ACCESS data is shared and reviewed with appropriate teachers through the work of our Bilingual Coordinator.

Despite the new contract, teachers are encouraged to enter at least two grades a week, and they have agreed to at least update their gradebooks biweekly. This system is monitored through a bi-weekly audit by the On-Track Coordinator to ensure students and their families receive timely and accurate updates about their progress in all classes. We will continue in 2018-2019 to push for ALL teachers to use standards based grading, that ALL teachers enter meaningful grades, and that grading practices are consistent across ALL classrooms through grade book monitoring, individual and course team supports, and through use of common rubrics and systems across contents.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & 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	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

MTSS 3

If a school has a systemic approach to integrated academic and social emotional supports that are aligned to strong diagnostic practices, progress monitoring and intervention tracking systems, and which are supported by effective data and analysis systems, then students will achieve at a higher level as indicated by reduction in absences and an increase in student GPA. Hancock has a well developed MTSS system that provides support for students at every Tier. Our Instructional Leadership Team, through its multi-year focus on Critical Thinking, has provided job-embedded professional development on how to promote productive struggle in the classroom. Our progress towards this goal is monitored through lesson study observations in course teams and weekly to monthly non-evaluative coaching observations with administration and the curriculum coordinator. Furthermore, because we use standards-based grading school-wide, students have multiple opportunities to demonstrate mastery of targeted standards. Our work with formative assessments in course teams also helps to ensure that teachers are able to intervene when it is needed.

Our Social and Academic Support (SAS) team works in collaboration with our Instructional Leadership Team to ensure that students receive high quality instruction on a daily basis and attend school in a safe, calm, and supportive environment (this is supported by our MVMS growth in Supportive Environment from 45 in 2013 to 68 in 2018). Through Academic Lab - a biweekly, free and flexible block held during 8th period - students have the opportunity to seek out additional support from their teachers through office hours, work in study groups, conduct research in the library, or engage in independent study. This intervention, held during the school day, allows students the opportunity to improve their grades and develop habits for postsecondary success and has contributed to a Freshmen On Track rate that has remained above 98% for the last five semesters. Due to the weekly grade pulls by the On-Track Coordinator, Tier 2 and Tier 3 students are quickly identified and supported with appropriate interventions. Our Tier 2 students receive individualized interventions through our biweekly grade level team meetings and our Tier 3 students receive intensive supports through the work of our CARE team, which includes our administrators, our Dean of Students, our school social workers, our counselors, our case manager, our Youth Guidance Resource Coordinator, and our GEAR Up staff. The SAS team is also in year 0 of our SEL integration plan where we are researching different ways to incorporate SEL standards into our curriculum.

Because teachers are required to update their grades biweekly, and this system is monitored through a bi-weekly audit by the On-Track Coordinator, students and their families receive timely and accurate updates about their progress in all classes. As a result of this work, our semester core pass rate for the school was 92.3%, and 52.3% of the students earned a 3.0 GPA or above. In the 2018-2019 school year, we hope to improve the attendance of our seniors, who historically lag behind the other grade levels in both attendance and course performance and continue to address the achievement disparity between our male and female students.

Also, students earn Hancock dollars for good behaviors. Students also benefit from celebratory events such as movie day where they can use their earned Hancock dollars to participate. Students can also use Hancock dollars in our school store.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

If schools have established effective two-way communication systems with families to communicate clear grade-level expectations, along with ways families can support their child at home, then school-based interventions will be more effective, causing an increase in student achievement, and college and career preparedness and success. Hancock has embraced the MTSS model, so students and their families receive both positive reinforcement as well as intervention support to address non-productive behaviors. This is evidenced by the growth in our MVMS Supportive Environment results, increasing from 45 in 2013 to 68 in 2017 and from the results of the PBI report where students say they love being at Hancock and their contribution to positive interactions is visible. Students report they feel safe and valued, and many say they feel supported. They describe their school as a family.

BAG (Behavior-Attendance-Grades) reports are sent home with 5-week progress reports. Family Literacy and Health nights have increased parent presence in the school, which improves the home-school communication. Our PAC meetings have swelled to 40 parents, and our BAC to 15. Administration and the Dean regularly meet with parents at the Tier II and Tier III level to ensure that behaviors are addressed through quarterly Parent Truancy Workshops, and, as a result, our interventions are informed by the knowledge provided to us by working with parents as well as the student. Parent University provides support for families in a variety of parenting, student mental health, and college-going topics. These sessions are led through a collaboration of Youth Guidance, GEAR-UP and Hancock parent support staff.

The Hancock Way encompasses classroom strategies rooted in high expectations for student learning. In every classroom, playing field, and event at John Hancock College Prep, adults push students to high levels of thinking by implementing school wide powerful practices of critical thinking, metacognition and CER (Claims-Evidence-Reasoning, a Hancock-generated writing strategy that is used school-wide to support argumentative writing). In addition, this year, every teacher has been assigned a non-evaluative instructional coach who visits his or her classroom on a weekly, biweekly, or monthly basis to provide feedback on the goal of increasing productive struggle and critical thinking in every classroom. This work is also being supported by our ILT, which has been facilitating quarterly peer observations through lesson study.

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

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SGP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (enr.edu/te) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

Score

1 2 3 4

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.

If all students have a meaningful relationship with an adult at the school, then the likelihood that the student will reach out to that caring adult when in need increases, which means fewer students fall through the cracks, and our resource alignment is more efficient and effective (as it goes toward the intended students), thus increasing student achievement and college and career readiness. This is indicated by our MVMS increase in Student–Teacher Trust, from 51% in 2014 to 92% in 2017. Our Discipline Office is a strong adherent of restorative justice principles, and our Student Academic Support Team (SAS) has received city and state recognition (Exemplary PBIS school, 2013; Coalition of Community Schools' National Community School Winner, 2015). Students with disabilities are integrally involved in school activities. Our Hancock Dollars initiative has incentivized attendance and academic performance, and, in combination with our block schedule and parent reporting policies, has pushed our average attendance close to 94%. Attendance communication to families, like all communication, is in both Spanish and English and occurs via email and/or phone.

Our social emotional and academic interventions are intended to build relationships between adults and students through coherent implementation of concrete, specific strategies. The goal of both academic and social emotional interventions at Hancock are intended to facilitate positive change as identified by the student. This year, we began an adult mentoring program with the help of our Dean, On-Track Coordinator, counselors, security guards, and administrators to provide individualized support to students who were struggling academically, with attendance issues, or with both. The first session of the program was a great success with 71% of students enrolled in the program demonstrating growth in their attendance and the majority of students reducing their course failures. We are also engaging in professional readings in our grade level teams to focus our conversations around equity.

This year Hancock will continue its tradition of community outreach through the After School Matters, School Band and Youth Guidance programs. Each program sponsors events and workshops in related areas in the local park districts and elementary schools. Each of these activities are student-led with the intention of developing youth awareness around social issues and to communicate programs and resources that are available to the public at Hancock. The principal meets with the Student Council/Voice committee once a quarter, and holds a "Coffee with the Principal/Cafe con la directora" during first and third quarters. In the 2018-2019 school year, John Hancock College Prep will continue its tradition of school-wide, student-led assemblies to celebrate student achievement in the fall (Homecoming), winter (Winter Festival) and spring (NHS Fun Fair). All school assemblies are planned, organized and facilitated by students (with careful guidance from Youth Guidance, GEAR UP, and Hancock staff). Additional student events, such as food decoration contests and movie showings, will be held periodically so that students can spend their Hancock dollars, which they earn for exemplary attendance, grades, and behavior.

Hancock administration and teacher groups (CTU, PPLC, Department Chairs/ILT, Senior Leadership Team, Curriculum Mapping Leadership Teams, for example) maintain collegial and collaborative relationships. Both sides contribute to a civil resolution of common issues.

Set against this success is our low MVMS Teacher-Teacher trust score of 34. When we ask why this is, teachers say they trust their peers, but do not believe that all teachers are pulling their weight. We have created a social committee, have instituted celebrations in quarterly data reviews in various team meetings, but remain concerned. This is an area that needs focused support. Teachers have expressed, anecdotally, that some of this mistrust stems from the fact that not all teachers are “pulling their weight.” We hope that regular visits to course teams in for different data conversations will help support accountability.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

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

John Hancock College Prep was Chicago's first Democracy School, a designation that acknowledges Hancock staff's commitment to Service Learning, project-based and scenario learning, and to a social justice focus that runs throughout our curriculum. We were part of the pilot of GCI civics and personal finance curriculum, and our Student Council/Student Voice and members of our AP Government classes regularly serve as Election Judges. We have a representative on the CPS Student Advisory Council, Hancock students have organized a "March to the Polls" for the opening of early voting, and we were part of the advocacy to prevent the expansion of charter schools into the Southwest Side. Our student voice committee also hosted Chicago Votes here with several local politicians such as Chuy Garcia visiting our classes and taking student questions. Admin meets with our student council quarterly to address concerns and questions and our newsletter "Hancock Happenings" also allows students to submit questions and suggestions which the principal addresses in "Herrick's Hangout." Controversial topics are regularly part of the curriculum; at the course level, our Gender Studies, Forensics Science, English IV, Senior Seminar, and Law and Public Safety are strong examples.

Next steps are to find authentic ways to increase student voice on adult leadership teams. Our Academic Lab bell schedule will allow for more frequent peer mentoring meetings, more admin/student focus groups, more opportunity for students to participate in the teams that will now meet during that period, when students are also free. This would allow for student representation on the SLT or ILT, for example. Our status as a Democracy school has pushed us to create a team of teachers who work to create opportunities for student voice in school decisions. That team has helped us to schedule meetings with students for discussions around homework policies over breaks, graduation ceremonies, and other student raised concerns. We plan to use this group as an avenue for improving Academic Lab.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • MYNS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Enabling Students to Learn
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

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

We have a Chief of Security who graduated from Hancock in 2007 and another who attended Hancock as a student. The security team is from the neighborhood, dedicated to the kids, and clear about the Hancock Way and how it plays out in restorative justice practices. These efforts work in conjunction with our Dean of Students and has remained stable for several years. We believe this all combines to explain our results: incidents of high level SCC infractions (fighting, theft, verbal altercations and assaults) in common areas of the building and school grounds have dropped by over 75% since 2012 and are continuing to fall this year with only 24 4-6 misconducts reported this year.

Teachers no longer have to take time out of instruction to address and record tardiness as students are independently using swipe stations to gain tardy passes with necessary. We have seen a gain in the number of 2c proficiency rates, as there are very few disruptions now when students enter the classroom late. Further, the lunch-time detention is effective, and students serve their detentions if they are in the building.

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

The Hancock Way is to approach acting out behavior (no matter what the level) and de-escalate, then process the information to find the root cause of the behavior, and resolve the problem. The next challenge is student perception of their safety. Our 2017 MVMS rating for Safety is only 36, which is very low compared to our other scores on this survey. When we ask, we are told it is the neighborhood. We have an excellent relationship with both the 13th Ward and the 8th District and get support when requested. Inside, we are safe, calm and orderly and this is a difficult challenge to address, given that we have so little control. We are still however creating a system for students to report safety concerns anonymously.

Positive behaviors are rewarded through Hancock dollars and Tier 1 recognition/planned activities. The students who meet our expectations are rewarded. 80% of our discipline infractions are resolved using a restorative approach; 100% of our lower level infractions are resolved restoratively.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

If a school has comprehensive and restorative justice policies and practices in place, and all adults have been trained on coherent implementation of this tiered approach, then all students should feel that the climate and culture of the building is safe and inviting. We have spent the last eight years working hard to make Hancock a safe, welcoming school. We are a school with a strong discipline team that embraces the concepts and practices of restorative justice, which is part of the Hancock Way (respect, integrity, and responsibility). Students and parents are encouraged to attend an orientation (students) or Parent University (parents) prior to the school year in which our students and parents are either taught or reminded of the school expectations and also informed of the various support systems in place. During the first week of school, students attend homeroom and the school expectations and supports are discussed and modeled.

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

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

There is a school-wide expectation for students to remain in "good standing". Good standing is measured in three areas: Behavior, Attendance and Grades. Students, parents, and staff are notified of their standing through BAG reports, which are sent home with progress reports. Students also earn Hancock Dollars for meeting school-wide expectations around these metrics, which they can use to buy items from the school store, to receive discounted admissions to school activities or to enter quarterly raffles.

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

The school has crafted a blend of policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort, preferring a systems of interventions that embrace a systems-change approach to bring about a more restorative culture. The school is characterized by an orderly and respectful common area and classroom climate. This is evidenced by our MVMS Student -- Teacher Trust rate of 92 in 2017. 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. We have seen a reduction in high level (4-6) SCC infractions from 105 in 2015 to only 24 in February of 2017.

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

For SY19 and beyond, we will continue focus on restorative practices and maintain a recidivism rate of 15% or less through peer mediation, both of which should reduce the amount the of 4-6 infractions by 10%.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.

- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

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

Score

1 2 **3** 4

If school leadership has coherent and consistent communication practices that provide timely and accurate information to all stakeholders through multiple media and formats, in both Spanish and English, and that includes both individual student success and school access and enrollment information, then our stakeholders will develop a fully-rounded understanding of our vision, how we align our resources to meet that vision, and the success we are experiencing along the way. Our MVMS Involved Families score grew from 42 in 2013 to 73 in 2017.

Hancock's principal presents quarterly 'State of the School' reports to both the PAC, BAC, and LSC. Our Summer Parent University helps parents develop insight into the curriculum, assessment, as well as grading practices, along with saving for college, financial literacy, and mental health certification. We attend high school fairs and have developed marketing presentations for mid- and end of year-reports distributed to faculty and staff, parents, and members of the community (in both Spanish and English). In addition, this year, we have begun releasing a monthly newsletter entitled "Hancock Happenings" to keep the entire community abreast of important events and issues related to curriculum, instruction, post-secondary goals, and social emotional support. Furthermore, students have the opportunity each month to pose questions to the principal through a section entitled "Herrick's Hangout," which enables students and administration to stay in regular contact about pressing concerns.

Hancock, in partnership with Youth Guidance, has a five-year 21st Century Community Schools Grant to sustain this work through the funding of a Resource Coordinator, two social workers as well as a social work intern. We host several YG sponsored community events that take place throughout the school year; parent involvement has increased due to these events. We plan to build off this initiative to continue this increase in parent involvement.

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

We have a parent office with meeting space behind our library for PAC, BAC, and others. Through our Youth Guidance Community Schools grant, we have four parent workers who support parent programs through a thousand ways and have been a major reason why our parent participation numbers have improved (PAC 60, BAC 23 average). These numbers, while an increase, do not reflect the range of voices in our school community, and a goal for 2016-17 is increase parent participation overall, and depth of parent participation in specific. The leadership portion of our Parent Two-Year plan means this becomes a challenge for our Parent Panel.

Since 2016, we have had an active presence on multiple social media platforms such as Facebook, Twitter, and Snapchat, and our website has undergone two massive rehals - the first in 2015 and again in 2018. In January of 2016, a Booster club was formed with the mission of supporting John Hancock College Prep athletic, academic and extracurricular events through participation and fundraising, and in 2017, we created a 501c(3) - "Friends of Hancock" - which is run entirely by parents and aims to raise additional money and resources for the school.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Highschool)

17 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
In 2016-17, Hancock was Well Organized for the third consecutive year -- we continue to build and refine current systems.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.	(Blank)	88.00	88.00	89.00	90.00
PSAT 10 Annual Growth Measure					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.	(Blank)	69.00	75.00	76.00	77.00
SAT Annual Growth Measure					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.	(Blank)	38.00	50.00	55.00	60.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.	(Blank)	(Blank)	50.00	55.00	60.00
African-American School Growth Percentile SAT11					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic School Growth Percentile SAT11					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.	(Blank)	38.00	50.00	55.00	60.00
English Learner School Growth Percentile SAT11					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner School Growth Percentile SAT11					

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.

(Blank)

(Blank)

88.00

89.00

90.00

Percent Meeting College Readiness Benchmarks

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.

(Blank)

66.00

70.00

72.50

75.00

Early College and Career Credentials Rate

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.

32.00

32.00

35.00

37.50

40.00

Freshmen On-Track Rate

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.

98.00

98.00

97.50

98.00

98.00

4-Year Cohort Graduation Rate

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.

84.00

80.00

82.65

85.00

90.00

1-Year Dropout Rate

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.

3.00

1.00

1.00

0.50

0.50

College Enrollment Rate

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.

58.00

59.00

70.00

72.00

75.00

College Persistence Rate

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.

71.00

66.00

75.00

77.00

80.00

Average Daily Attendance Rate

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 1+ in 1 year and Level 1+ in 2 years.

91.00

93.00

93.05

94.05

95.00

Custom metrics

0 of 0 complete

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

cohesive PD planning that includes a focus on grading practices and creating SAT/AP aligned interim assessments. And if we begin a more concerted effort around using our interim assessments to support the work around vertical alignment by having departments review and evaluate each other's assessments

course teams with common interim and formative assessment, common grading practices and vertical alignment of standards across grade level

a common understanding and implementation of SBG and students achieving mastery of identified standards.

Tags:

Professional development, Vertical aligned, Sat, Standards based grading, Course teams, Interim assessments, Ap

Area(s) of focus:
1

Action step

Responsible

Timeframe

Status

Curriculum Coordinator, On-Track Coordinator, and admin will meet over the summer to plan B2S PD session on grading practices/interim assessments/vertical alignment of tasks

Curriculum Coordinator, Assistant Principal Garfield

Jul 11, 2018 to Aug 23, 2018

Completed

Professional Learning, Vertical alignment, Interim assessment, Grading practices

Plan subsequent PD opportunities that build upon previous work with routine check in times to monitor the success and progress of teachers' understanding and implementation of SBG, interims, and vertical alignment.

Curriculum Coordinator, Assistant Principal Garfield

Aug 1, 2018 to Feb 28, 2019

On-Track

Professional Learning, Vertical alignment, Interim assessment, Grading practices

On-Track Coordinator will work with admin to plan supports to teachers for the transition to Aspen.

On track coordinator

Sep 1, 2018 to Jun 1, 2019

On-Track

Grade level team meetings, Aspen

Biweekly Gradebook audits to ensure course team members are grading and entering the same assessments

On-Track Coordinator

Sep 1, 2018 to Jun 29, 2019

On-Track

Standards based grading, Common assessments, Course team

Data coaches will review interim assessments on a quarterly basis and provide targeted feedback.

Curriculum Coordinator, Data coaches

Sep 1, 2018 to Jun 29, 2019

Behind

Feedback, Data analysis, Interim assessment

The ILT leads and admin will provide resources and support for department chairs to lead assessment review protocols in their department meetings on a quarterly basis.

Curriculum Coordinator

Sep 1, 2018 to Jun 29, 2019

Postponed

ILT, Assessment review, Department chairs

CMLT will meet quarterly to provide feedback on teachers' diary maps focusing on assessments.

Curriculum Coordinator

Sep 1, 2018 to Jun 29, 2019

On-Track

Standards-based instruction, Curriculum maps, Assessment design

The Teaching and Learning team will provide differentiated support (i.e. PD opportunities, protocols, etc.) to course teams around planning and facilitating efficient course team meetings. Without this, course teams will not be able to review assessments and use data analysis to improve instruction.	Curriculum Coordinator, admin	Sep 1, 2018 to Jun 29, 2019	On-Track
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Professional development, Data analysis, Student work protocol, Course teams

Course team leads will use agenda template created by curriculum coordinator to lead meetings and facilitate discussion about weekly lessons centered around agreed upon standards, and student work protocols. These will be reviewed by the Teaching and Learning team.	Curriculum Coordinator	Sep 1, 2018 to Jun 29, 2019	Behind
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Standards-based instruction, Course team meetings

Strategy 2

If we do...

Ongoing professional learning around how to create meaningful standards-aligned tasks that reflect productive struggle

...then we see...

increased capacity around the creation of standards-aligned formative tasks which produce the data necessary to modify instruction, as well as teachers who have a common definition of productive struggle and mastery

...which leads to...

problem solving students, prepared for rigorous tasks that reflect key shifts in mathematics and literacy.

Tags:

Academic gain, Academic rigor, Academic achievement

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
Read Culturally Responsive Teaching and the Brain in grade level team meetings and address the expectations around productive struggle we have for our students, including their participation in tracking and monitoring their learning.	Admin	Sep 1, 2018 to Jun 29, 2019	On-Track

High expectations, Equity

Use discussion protocols in grade level team meetings to address the expectations we have for our students, focusing on increased equity and how more students can assume responsibility for high quality work.	Admin	Sep 1, 2018 to Jun 29, 2019	On-Track
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High expectations, Equity, Independent learners

Using ILT led lesson study cycles as a starting point, teachers will come to consensus on definition of discipline specific productive struggle.	ILT leads and Assistant Principal Garfield	Sep 1, 2018 to Jun 29, 2019	On-Track
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ILT, Lesson study, Productive struggle

Teachers will use new understanding of discipline specific productive struggle and data gained from lesson study cycles to create tasks and exemplars.	ILT leads and Assistant Principal Garfield	Sep 1, 2018 to Jun 29, 2019	On-Track
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Rigorous tasks, Productive struggle, Exemplars

Teachers will analyze results from rigorous tasks by using a protocol in course teams for identifying and responding to gaps in performance.	Data coaches	Sep 1, 2018 to Jun 29, 2019	On-Track
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Progress monitoring, Student work protocol

Teachers will use TRU dimensions (AAI and Cognitive Demand) to frame the conversation around productive struggle.	Curriculum Coordinator and Assistant Principal Garfield	Sep 1, 2018 to Jun 29, 2019	On-Track
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ILT, Productive struggle, Tru dimensions

Strategy 3

If we do...

intentional work around acknowledging positive behavior from students and staff, strengthen the definition of what it means to be a Hancock student, and if we provide opportunities for students and staff to engage in dialogue about race and equity

...then we see...

trusting relationships among adults and students

...which leads to...

empathy, shared leadership and a safe, positive environment for students and staff.

Tags:

Teacher-teacher trust & support, Shared leadership, Empathy, Postive reinforcement

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Create a space for teacher success in the newsletter as well as a teacher-nominated teacher of the month to be displayed.	Assistant Principal Garfield	Oct 1, 2018 to Jun 29, 2019	On-Track

Best practice, Teacher success

Create space in PD time to highlight teacher best practice; increase amount of teacher-led PD.	Assistant Principal Garfield	Jul 6, 2018 to Jun 29, 2019	On-Track
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Professional development, Best practice

Connect RIR to students and staff in highlighting success	Assistant Principal Puentes	Jul 6, 2018 to Jun 29, 2019	On-Track
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Respect and rapport

Create a task force to think about the sequence of equity work; use NCS to help frame this work; use race and equity work from the district as resource	admin	Jun 29, 2018 to Jun 29, 2019	On-Track
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Equity

Use student voice committee as a starting point to create multicultural celebrations that represent all of our students.	Events coordinator	Sep 1, 2018 to Jun 29, 2019	Not started
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Multiculturalism, Student voice committee

Create advisory check ins during ac lab time using google classroom.	SAS coordinator	Sep 1, 2018 to Jun 29, 2019	On-Track
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Advisory

Revise mentor and ac lab program to ensure identified students have an adult to connect with in the building.	SAS coordinator and admin	Sep 1, 2018 to Jun 29, 2019	On-Track
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Mentor, Student relationship building

Strategy 4

If we do...

...then we see...

...which leads to...

Streamline the communication systems we have to include a chain of command and platform for collaboration and have teachers review classroom practices and encourage them to use anxiety reducing practices everyday.

an awareness of SE culture and best practices

clear boundaries for school teams and their responsibilities and stakeholders; students who feel safe and supported.

Tags:

MTSS, Communication, Referral process, Anxiety

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

Implement Calm Classroom pilot program for teachers and students.

SAS team

Aug 27, 2018 to
Jun 29, 2019

On-Track

Calm classroom

Enhance anxiety groups where students get strategies and tools to manage anxiety

Counselors and
External Partners

Jun 29, 2019 to
Jun 29, 2019

On-Track

SEL, Anxiety

Include methods for SE support in professional development plan.

Admin and
counselors

Aug 10, 2018 to
Jun 29, 2019

On-Track

SEL, Professional learning plan

Bring stakeholders together from various teams to engage in a consultancy protocol designed to examine communication between systems and assess referral process.

Counselor
Department Chair

Jul 7, 2018 to
Jun 29, 2019

On-Track

Referral process

Build new monitoring system for our intervention program to ensure Tier 2 and 3 students are receiving supports with fidelity.

CARE Team
facilitator

Aug 31, 2018 to
Jun 29, 2019

Not started

MTSS, Monitoring tools

Action Plan

Strategy 1

COMPLETED

Curriculum Coordinator, On-Track Coordinator, and admin will meet over the summer to plan B2S PD session on grading practices/interim assessments/vertical alignment of tasks"

Jul 11, 2018 to Aug 23, 2018 - Curriculum Coordinator, Assistant Principal Garfield

Status history



COMPLETED

Nov 07, 2018

Evidence

Back to School PD included a session during day one on SBG and assessments. The objective for that session was:

Teachers will review data around SBG at Hancock, collaborate to develop commitments to grading practices in course teams and create assessment maps for Quarter 1.

We knew we met our objectives when we reviewing assessment maps for courses during Teaching and Learning meetings and Data Conversations.

We followed up with a session called Vertical Alignment Phase II: Assessments and Exemplars exemplars, rubrics and formative assessments with the objective:

Teachers will understand phase II of our assessment plan rollout that continues our work with formative assessments and interim assessments for target standards. This session will outline TIA assessments, exemplar expectations, and course team expectations. This session will also provide time to complete exemplars for Q1.

While more teachers are using exemplars, this is something data coaches and instructional coaches will continue to address with teachers.

COMPLETED

May 14, 2018

Evidence

Professional Development Plan

ON-TRACK

Plan subsequent PD opportunities that build upon previous work with routine check in times to monitor the success and progress of teachers' understanding and implementation of SBG, interims, and vertical alignment."

Aug 01, 2018 to Feb 28, 2019 - Curriculum Coordinator, Assistant Principal Garfield

Status history



ON-TRACK

Nov 07, 2018

Evidence

While we did not have a specific session devoted to SBG and interims, the PSAT/SAT data review session asked teachers to consider how their Q2 assessments will give them data to support student growth in the SAT suite of assessments.

We will continue this learning in course teams during data conversations, and we will include a more specific check in during the February staff development day.

ON-TRACK

May 14, 2018

Evidence

Professional Development Plan

ON-TRACK

On-Track Coordinator will work with admin to plan supports to teachers for the transition to Aspen."

Sep 01, 2018 to Jun 01, 2019 - On track coordinator

Status history



ON-TRACK

Nov 07, 2018

Evidence

We held a break out session during November 2 PD that allowed teachers to learn about the transition and play in the sandbox.

Drop in sessions for additional learning are planned for Week of 11-5 and 11-12.

ON-TRACK

May 14, 2018

Evidence

November 2 PD plan, sign in sheets from drop-in sessions

ON-TRACK

Biweekly Gradebook audits to ensure course team members are grading and entering the same assessments"

Sep 01, 2018 to Jun 29, 2019 - On-Track Coordinator

Status history



ON-TRACK

Nov 07, 2018

Evidence

Our on-track grading coordinator sends admin information biweekly and maintains a tracking tool. Emails are sent to teachers when necessary to remind them of the agreement to update gradebooks at least once every two weeks. There is also a tracker for emails to ensure admin knows the teachers who are not updating grades, when they have been informed, and when they have made the necessary updates in gradebook.

ON-TRACK

May 14, 2018

Evidence

Gradebook audit tracker, weekly grade pulls

BEHIND

Data coaches will review interim assessments on a quarterly basis and provide targeted feedback."

Sep 01, 2018 to Jun 29, 2019 - Curriculum Coordinator, Data coaches

Status history



BEHIND

Nov 07, 2018

Problem

Some Q1 interims were reviewed before implementation, but some were not seen until after they were administered.

Root Cause

Not all course teams have their assessment completed in a timely fashion. The possibility exists that teachers are only assessing what they taught, instead of what students need to know. This leaves room for holes in our alignment.

Next steps

Providing time in course teams for the development of assessments.

Data coaches will request interims before the window of implementation to ensure time for feedback before implementation.

BEHIND

May 14, 2018

Problem

Root Cause

Next steps

POSTPONED

The ILT leads and admin will provide resources and support for department chairs to lead assessment review protocols in their department meetings on a quarterly basis."

Sep 01, 2018 to Jun 29, 2019 - Curriculum Coordinator

Status history



POSTPONED

Nov 07, 2018

Problem

As a teaching and learning team, we have decided to postpone this conversation until the semester.

Root Cause

We do not have the capacity for the work at this time.

Department chairs have a ton on their plates, and we think we can identify course teams that might implement this work as well.

Next steps

A plan will be drafted in Teaching and Learning team meetings.

POSTPONED

May 14, 2018

Problem

Root Cause

Next steps

ON-TRACK

CMLT will meet quarterly to provide feedback on teachers' diary maps focusing on assessments."

Sep 01, 2018 to Jun 29, 2019 - Curriculum Coordinator

Status history



ON-TRACK Nov 07, 2018
Evidence
 We re-organized which team members will review which maps and the first round of feedback is due by November 16.

NOT STARTED May 14, 2018
Evidence
 feedback on curriculum maps

ON-TRACK
 The Teaching and Learning team will provide differentiated support (i.e. PD opportunities, protocols, etc.) to course teams around planning and facilitating efficient course team meetings. Without this, course teams will not be able to review assessments and use data analysis to improve instruction."
 Sep 01, 2018 to Jun 29, 2019 - Curriculum Coordinator, admin

Status history



ON-TRACK
 Nov 07, 2018
Evidence
 It was hard to give a status for this, we have started this work, but it looks slightly different than we thought it would. We are modeling this work in our data conversations, and teachers are becoming much more comfortable around discussing data, but we have not yet been intentional about PD opportunities.

ON-TRACK May 14, 2018
Evidence
 course team meeting agendas, minutes

BEHIND
 Course team leads will use agenda template created by curriculum coordinator to lead meetings and facilitate discussion about weekly lessons centered around agreed upon standards, and student work protocols. These will be reviewed by the Teaching and Learning team."
 Sep 01, 2018 to Jun 29, 2019 - Curriculum Coordinator

Status history



BEHIND
 Nov 07, 2018
Problem
 Although this has been re-shared with teachers, this is not happening with fidelity.

Root Cause
 We realize that we were not clear in explaining our expectations to teachers, as very high functioning course teams were not engaging in this process.

Next steps
 We reshared the document and provided more explanation in our whole staff Monday email and all coaches are referring to the information in meetings with teachers.

BEHIND May 14, 2018
Problem
Root Cause
Next steps

Strategy 2

ON-TRACK

Read Culturally Responsive Teaching and the Brain in grade level team meetings and address the expectations around productive struggle we have for our students, including their participation in tracking and monitoring their learning."

Sep 01, 2018 to Jun 29, 2019 - Admin

Status history



ON-TRACK

Nov 07, 2018

Evidence

Staff has read the first three chapters of Hammond's book and we are grappling with the idea of productive struggle and how our expectations influence the level of struggle our students engage in during instruction. We are not ready for the second part of this action item because we are still engage in the learning.

ON-TRACK

May 14, 2018

Evidence

Grade Level Team meeting minutes; coaching and data conversations

ON-TRACK

Use discussion protocols in grade level team meetings to address the expectations we have for our students, focusing on increased equity and how more students can assume responsibility for high quality work."

Sep 01, 2018 to Jun 29, 2019 - Admin

Status history



ON-TRACK

Nov 07, 2018

Evidence

We use the "kid talk protocol" and have for years thanks to our relationship with NCS. This has given us a strong start to achieving this outcome, but our conversations around race and equity have revealed that this needs more time than we originally anticipated.

ON-TRACK

May 14, 2018

Evidence

Grade Level Team meeting minutes; coaching and data conversations

ON-TRACK

Using ILT led lesson study cycles as a starting point, teachers will come to consensus on definition of discipline specific productive struggle."

Sep 01, 2018 to Jun 29, 2019 - ILT leads and Assistant Principal Garfield

Status history



ON-TRACK

Nov 07, 2018

Evidence

We are wrapping up our first cycle of lesson study. Within their course teams, teachers have developed research questions, planned an activity together, observed one another, and are about to analyze the results of those observations to gather information to answer those research questions. All questions are related to productive struggle.

ON-TRACK

May 14, 2018

Evidence

ILT meetings and department meeting minutes

Lesson study documents

ON-TRACK

Teachers will use new understanding of discipline specific productive struggle and data gained from lesson study cycles to create tasks and exemplars."

Sep 01, 2018 to Jun 29, 2019 - ILT leads and Assistant Principal Garfield

Status history



ON-TRACK

Nov 07, 2018

Evidence

We are almost finished with our first lesson study cycle and in the next few weeks we will use the data collected to begin the process of defining productive struggle by discipline.

ON-TRACK

May 14, 2018

Evidence

ILT meetings and department meeting minutes, lesson study artifacts

ON-TRACK

Teachers will analyze results from rigorous tasks by using a protocol in course teams for identifying and responding to gaps in performance."

Sep 01, 2018 to Jun 29, 2019 - Data coaches

Status history



ON-TRACK

Nov 07, 2018

Evidence

The English department kicked this work off with the TIA assessment question analysis. Through the ILT, we analyzed question prompts to determine an appropriate progression of task and text complexity and then we analyzed the assessment data. The social science department will engage in this learning next quarter.

ON-TRACK

May 14, 2018

Evidence

lesson study artifacts, course teams minutes

TIA assessments and data

ON-TRACK

Teachers will use TRU dimensions (AAI and Cognitive Demand) to frame the conversation around productive struggle."

Sep 01, 2018 to Jun 29, 2019 - Curriculum Coordinator and Assistant Principal Garfield

Status history



ON-TRACK

Nov 07, 2018

Evidence

The ILT used information from these dimensions as inputs for lesson study cycle one and those who attend summits will present information to their departments.

ON-TRACK

May 14, 2018

Evidence

lesson study artifacts, course teams minutes

Strategy 3

ON-TRACK

Create a space for teacher success in the newsletter as well as a teacher-nominated teacher of the month to be displayed."

Oct 01, 2018 to Jun 29, 2019 - Assistant Principal Garfield

Status history



21. May 4. Jun 18. Jun 2. Jul 16. Jul 30. Jul 13. Aug 27. Aug 10. Sep 24. Sep 8. Oct 22. Oct 5. Nov

ON-TRACK Nov 08, 2018
Evidence
Teachers have been recognized throughout the first quarter. A survey went out for second quarter nominations as well.

ON-TRACK May 14, 2018
Evidence
Newsletter and teacher bulletin board

ON-TRACK Create space in PD time to highlight teacher best practice; increase amount of teacher-led PD."
Jul 06, 2018 to Jun 29, 2019 - Assistant Principal Garfield

Status history



ON-TRACK Nov 08, 2018
Evidence
At Back to School PD and November PD we had 15 teachers or counselors present sessions.

ON-TRACK May 14, 2018
Evidence
Professional Learning Plan

ON-TRACK Connect RIR to students and staff in highlighting success"
Jul 06, 2018 to Jun 29, 2019 - Assistant Principal Puentes

Status history



ON-TRACK Nov 08, 2018
Evidence
We have used respect, integrity, and responsibility (RIR) to define a Hancock Eagle for years. As part of our Tier I rewards, we recognize Soaring Eagles for displaying these qualities. Teacher recognition also keeps these qualities in mind.

ON-TRACK May 14, 2018
Evidence
Teacher recognition Board; Student Recognition Wall

ON-TRACK Create a task force to think about the sequence of equity work; use NCS to help frame this work; use race and equity work from the district as resource"
Jun 29, 2018 to Jun 29, 2019 - admin

Status history



ON-TRACK Nov 08, 2018
Evidence
Our task force that includes admin, two counselors, our resource coordinator, and two teachers have met on several occasions to plan the race and equity portion of the grade level team meetings and the whole staff sessions.

ON-TRACK May 14, 2018
Evidence
Professional Learning Plan
Planning documents of task force

NOT STARTED

Use student voice committee as a starting point to create multicultural celebrations that represent all of our students."

Sep 01, 2018 to Jun 29, 2019 - Events coordinator

Status history



NOT STARTED

Nov 12, 2018

Evidence

We are in transition with identifying new faculty leadership for student council.

NOT STARTED

May 14, 2018

Evidence

Academic Lab events list and attendance

ON-TRACK

Create advisory check ins during ac lab time using google classroom."

Sep 01, 2018 to Jun 29, 2019 - SAS coordinator

Status history



ON-TRACK

Nov 08, 2018

Evidence

The vast majority of academic lab teachers have created a space on the classroom where there students can make a plan for how they will use academic lab time. Teachers monitor those plans and the SAS team uses them as a data point.

ON-TRACK

May 14, 2018

Evidence

SAS minutes

Google classroom plans

ON-TRACK

Revise mentor and ac lab program to ensure identified students have an adult to connect with in the building."

Sep 01, 2018 to Jun 29, 2019 - SAS coordinator and admin

Status history



ON-TRACK

Nov 08, 2018

Evidence

ON-TRACK

Nov 08, 2018

Evidence

Tier Two attendance students have been identified and assigned a mentor. Mentors will complete logs with meeting notes.

ON-TRACK

May 14, 2018

Evidence

SAS minutes, mentor logs

Strategy 4

ON-TRACK

Implement Calm Classroom pilot program for teachers and students."

Aug 27, 2018 to Jun 29, 2019 - SAS team

Status history



ON-TRACK Nov 08, 2018
Evidence
 Non-core teachers have engaged in two training sessions and have reported that they are using CC strategies.

ON-TRACK May 14, 2018
Evidence
 Comments from PD session evaluation

ON-TRACK Enhance anxiety groups where students get strategies and tools to manage anxiety"
 Jun 29, 2019 to Jun 29, 2019 - Counselors and External Partners

Status history



ON-TRACK Nov 12, 2018
Evidence
 This is in the beginning stages. Counselors are working with their intern to develop plans for their next anxiety group.

NOT STARTED May 14, 2018
Evidence
 Student feedback

ON-TRACK
 Include methods for SE support in professional development plan."
 Aug 10, 2018 to Jun 29, 2019 - Admin and counselors

Status history



ON-TRACK
 Nov 12, 2018
Evidence
 We have started with our pilot program for Calm Classroom, this action item will be achieved when we roll it out with the whole staff and as we start to think about how to integrate SE standards into curriculum.

ON-TRACK May 14, 2018
Evidence
 PD plan and teacher evals

ON-TRACK
 Bring stakeholders together from various teams to engage in a consultancy protocol designed to examine communication between systems and assess referral process."
 Jul 07, 2018 to Jun 29, 2019 - Counselor Department Chair

Status history



ON-TRACK Nov 08, 2018
Evidence
 This is a project plan in the Senior Leadership team. It is in the beginning stages.

ON-TRACK May 14, 2018
Evidence
 SLT project plan

NOT STARTED

Build new monitoring system for our intervention program to ensure Tier 2 and 3 students are receiving supports with fidelity."

Aug 31, 2018 to Jun 29, 2019 - CARE Team facilitator

Status history



NOT STARTED

Nov 12, 2018
Evidence
This is a year two initiative.

NOT STARTED

May 14, 2018
Evidence
Student success based on intervention goals

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.

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

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

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

We held an Open House for prospective selective enrollment students and their families on October, 2018. Our Parent University is offered via monthly meetings by our GEAR UP/Youth Guidance partners to support college-going and financial literacy. We regularly send parents to the Network 8, Southwest Side Title I/PLN Collaborative meetings, and Parents attend Youth Guidance and GEAR UP Parent Leadership Conference. Parents are notified of each of these meetings through a variety of methods: phone blasts through our auto-dialer system 48 hours in advance to encourage participation, postings on our school main doors and lobby, school mailings, a parent calendar linked to the home page of our school website, through personal telephone calls to the home, and Remind101 text/email notifications. All information is communicated in both Spanish and English. Hancock's PAC Annual Title I Informational meeting was held on September, 2018, and our Title I PAC Organizational meeting held on October, 2018.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Flyers, posters, notices on the Website, Marquee, in the Daily Announcements for students, and phone blasts created to prepare our Curriculum Nights and Open Houses describing and listing Title 1 programs (such as AP, Virtual Learning, and On-Track) available to Hancock students. Prospective selective enrollment families visited classrooms and attended workshops during our fall and spring Open Houses to learn about curriculum and student progress monitoring and support. Parent portal workshops help parents track their child's academic progress and we routinely collect email addresses to say current on parent contact information. "Coffee with the Principal" will allow for more specific concerns to be addressed about the school's NCLB programming. The school's parent activity calendar is posted and regularly updated on the school's website. LSC, PAC, BAC, and GEAR-UP parent meetings will allow for parent concerns to be addressed monthly. All information is provided in Spanish and English.

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 collaborate with parents to ensure that decisions about their children are shared between school, home, and the student. "Coffee with the Principal" allows for more specific concerns to be addressed about the school's NCLB programming. The school's parent activity calendar is posted and regularly updated on the school's website. The principal participates in all PAC, BAC, and LSC meetings with both structured presentations (examples include State of the School, Attendance, Bs or Better) as well as Q/A periods. These suggestions, questions, and concerns are included as follow up at the next meetings. We have a PAC suggestion box, and the PAC chair and principal meet to address suggestions prior to monthly meetings when the principal's presentation is planned. In FY18, we implemented a Parent Suggestion box in the main office to regularly collect external feedback, and will move towards an electronic version to provide parents with more opportunities to provide us with feedback.

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.

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

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

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

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

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

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

All staff will participate in a year-long PD that addresses the improvement of Hancock's climate and culture. In SY19, staff will focus on culturally responsive teaching with the support of our university partner, Network for College Success. An integral part of that is learning how best to partner with an individual student's parent or guardian to best serve the students at Hancock. This will support the implementation of culturally congruent instruction, outreach, and collaboration with parent and child. Our school resource coordinator now manages the new volunteer process to ensure that parents understand how to engage with teachers and the larger school community.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

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

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

All communication from the school to the home (via phone blast or hard copy) is in both Spanish and English. Our website now includes a parent section which is published both Spanish and English. In FY18, we launched a quarterly newsletter that is sent out to parents electronically and featured on our website.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact

Complete

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

The vision of John Hancock College Prep is that every student graduates to a top-tier institution of higher education knowing themselves and the world around them in order to lead a civically engaged professional life.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

We host an orientation for parents of all students the week before school starts (August, 2018). Two report card pick-ups will be held; one in fall after the first ten weeks and one in spring after the first 30 weeks. We also hold a Senior Parent Night during the third week after school starts. Spring and Fall Open Houses are held as well for future students. Informal conferences occur as necessary at the convenience of the parent and teacher.

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

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

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

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

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

We have an open access policy. Parent volunteers are recruited to support school initiatives, completing the appropriate CPS Volunteers process. Our resource coordinator manages the process to support parents as they gather the necessary documents. Parents volunteer in the school to support our students through both academic and social-emotional endeavors; from chaperoning field trips, participating in learning walks, or running the school store, parents are welcome in different areas of the building. In 2016-17, we supported the creation of a 501(c)3 non-profit Hancock Booster Club- Friends of Hancock- whose focus is fundraising to support school needs.

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

A parent presentation with handouts in English and Spanish occurs yearly to help parents support students' academic success. A college roadmap is being created to further support parents on how to appropriately support children at their respective grade-levels. Attendance reports, phone calls, and conferences occur to help parents monitor attendance, and partner with the school to implement appropriate interventions.

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

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

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

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

Parent Budget

Complete

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

The goal of the PAC is to increase the capacity of our parents so that they can better advocate for their children. PAC will focus on training parents for both academic and social-emotional support, with both in-house consultants as well as off-site field trips.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC	\$ 0 .00

meetings, trainings and workshops.

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

\$	0	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	2000	.00
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<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

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

\$	1620	.00
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<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

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

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

\$	Amount	.00
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