



James Hedges Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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## Team meetings

Date	Participants	Topic
02/15/2018	Ariel Gonzalez, Joel Munoz, Guadalupe Rivera, Lilia Ruiz, Patricia Nagy , Maria Gana, Jequeline Salinas, Carolina Taylor, Lindsay Mortensen, Tomas Reyes	Select CIWP Team & Review CIWP Teacher Survey Data
03/15/2018	Ariel Gonzalez, Joel Munoz, Guadalupe Rivera, Lilia Ruiz, Maria Gana, Jequeline Salinas, Carolina Taylor, Lindsay Mortensen, Tomas Reyes	Set Meeting Dates, Complete the School Excellence Framework & Define New CIWP Priorities
04/03/2018	Ariel Gonzalez, Joel Munoz, Lilia Ruiz, Jequeline Salinas, Carolina Taylor, Lindsay Mortensen, Tomas Reyes	Review CIWP SEF Rubric; Review, Evaluate, Add Evidence to Different CIWP SEF Ratings & Evidence
04/10/2018	Maria Sanchez, Joel Munoz, Guadalupe Rivera, Maria Gana, Jequeline Salinas, Carolina Taylor, Tomas Reyes, Elva Arreola, Juana Elias-Martinez, Rosa Roman, Ana Luna	Review, Evaluate, Add Evidence to Different CIWP SEF Ratings & EvidenceReview
04/17/2018	Maria Sanchez, Joel Munoz, Maria Gana, Jequeline Salinas, Carolina Taylor, Tomas Reyes, Elva Arreola, Juana Elias-Martinez, Ester Fernandez, Ana Luna, Marina Alonso	Select 4 CIWP Priorities for 2018-2020
05/01/2018	Ariel Gonzalez, Lilia Ruiz, Jequeline Salinas, Carolina Taylor, Lindsay Mortensen, Tomas Reyes, Ana Luna, Juana Elias-Martinez, arina Alonso	Review Strategies for the Top 4 CIWP Priorities for 2018-2020
05/10/2018	Ariel Gonzalez, Maria Gana, Carolina Taylor, Lindsay Mortensen, Tomas Reyes	Review CIWP Metric Goals

## School Excellence Framework

### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

#### Score

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

1 2 3 4

At the LSC meetings the principal shares the state of the school with the LSC representatives as well as the parents on attendance at the meeting. Communication with stakeholders is a work in progress. Communication of the state of school is a work in progress since Local School Council, Bilingual Advisory Committee, Parent Advisory Committee minutes are yet to be easily accessible for community and staff.

At the beginning of the school year during whole school professional development faculty and staff worked on developing the mission and vision of James Hedges Elementary school. Also, the mission and vision was addressed on grade level meeting. This is a work in progress, since a finalized mission and vision statement has not being completed and revised by all the stakeholders. To facilitate communication with community and staff, administration provides weekly newsletter for staff and monthly calendar for students, parents, and staff of important events for the week/month.

## Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

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

### Score

1 **2** 3 4

ILT members are teachers who represent different grade bands from grades PK to 8th, as well as exploratory, and diverse learners.

ILT has had some change in membership due to mobility of some members, however those position have been filled by teachers that represent the same grade band or department of the members who left.

ILT meeting are well organized, and agenda is followed and minutes are taken by a member.

ILT members need to continue to work on finding ways to communicate effectively with their grade levels and provide feedback on the instructional practices developed by ILT.

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

### Professional Learning:

Score

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.

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During grade level meeting and whole school professional development days, administration shares agendas created by them. This is a work in progress, in the future administration should reach out to staff and teachers to collaborate in consulting the staff of the areas where professional learning is needed.

Teachers in grades PK to 1st, including diverse learners teachers have attended professional development for the new reading program "Reading in Motion".

Professional development for some general education teachers and some diverse learners teachers have been provided.

## 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"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

### Score

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This school year administration purchased "Go Math" books with the approval of the LSC for grades K to 8th. This is a work in progress since professional development is needed for teachers. One PD for Go Math was hosted after school. More opportunities of PD are needed throughout the day so all teachers can attend.

Teacher input through PPLC or book committee would help to improve staff ownership of new curriculum and programs.

Most teacher are placed with appropriate certification across grade levels.

We have been the recipients of the After School All Stars/Out of School Time to provide after school programing for students based on their interests.

Measures: Used Five Essentials Survey to guage where staff feels we are in terms of collaborating with one another. Shared and used results to identify relational trust as an area of focus for our school.

Analyze data and different assessments to help in grouping students for MTSS.

Steps for moving forward:

Keep system for tracking teachers' attendance to PD's

Visit other classrooms during GL meetings (Public Practice Visits)

Create a mentor program for new teachers utilizing school staff (ILT)

## 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	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

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

Teachers at Hedges are working to create rigorous unit plans aligned to standards and differentiated to meet the needs of all students, including English language learners and diverse learners. These unit plans include formative and summative assessments used to assess the mastery of Common Core Standards and future instruction. Teachers integrate literacy in all content areas. Teachers also include SEL (Social Emotional Learning) into the curriculum using second step. Becoming a Man program has been implemented to serve the middle school aged boys, and help them regulate and build relationships for stronger SEL.

Special education teachers work with the general education teachers to modify assignments and assessments to support the diverse learners that they work with. All teachers and , especially, Bilingual and ESL teachers use the WIDA standards in planning and implementing instruction. We have a Bilingual Coordinator that facilitates the oversight to meet compliance in these areas, and upkeep the monitoring system.

Hedges incorporates technology into its curriculum to support student learning. We use programs such as: Reading A-Z, Raz Kids, STMath, FocusMath. Students are also provided with experiential learning opportunities through field trips. These trips enhance student learning through real world examples of the content taught in our units. We also provide field trips that reward the discipline of good attendance and punctuality.

We are attempting to monitor the balance between the content, hands on activities, the content specific instruction and the use of technology to create the systems and structures of curriculum to support the multi-dimensional learner.

Several grants have been awarded to Hedges to build the capacity of partnerships and community. These grants support writing, language arts, the arts and community building strategies for students. They integrate the teacher development and learning with the partnership of teaching artist and writers to compliment classroom instruction using team teaching model. Trauma Informed practice and culturally reflective practice. We also partner with Brookfield Zoo for outside professional development and student materials.

Horizontal units of instruction but not vertical

Teams have worked on scope and sequence for reading

Using new GO Math

Units have been submitted quarterly

Individual teachers have pockets of evidence for using formative and summative evidence

Achieve 3000, NEWSLA, MobyMax, FAST Math - technology that is adaptive

Parents have collaborated with some staff members to collaborate on culture, history and language

While Second Step is intended to be implemented school-wide, it has not been implemented as such.

Teachers have identified essential questions

Next Steps:

Purchase reading curriculum aligned to Common Core

Implement ABC Mouse for Pre-K-2nd grade

Blended literacy (balance between digital and print platforms)

Increase vertical collaboration using shared Google Drive

Systematic implementation of resources and monitoring

## 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
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	
✓	CPS Content Frameworks: <a href="#">Math</a> , <a href="#">Science</a> , <a href="#">Social Science</a> , and <a href="#">Literacy</a>
✓	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:

Score

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)

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Hedges provides students with a variety of instructional materials aligned to the Common Core Standards across the content areas and across grade levels. Currently, a new acquisition of resources will be purchased to assist in aligning the scope and sequence across grade levels. In Language Arts, the following materials are being utilized to include: guided reading sets, Reading A-Z, Reading in Motion, and Lucy Calkins Writers Workshop. Teachers use leveled readers in both English and Spanish, novels, Achieve 3000, Newsela, Clever, Scholastic, and Mobimax.

In math this year, we have recently purchased GoMath across all grade levels. Students have access to STMath and Kahn Academy. Teachers also have Math manipulatives to enhance learning.

We are working towards implementing curriculum & instructional resources and taking and/or are in the following steps:

1. In process of researching and purchasing Common Core aligned school-wide (K-8) reading curriculum.
2. Exploring ESL support materials and diverse learner intervention materials for instruction within the new reading curriculum.
3. Technology is used to support instruction and extend learning. Students have access to technology in every classroom through the use of ipads, chrome books and MacBooks.
4. At Hedges we have both a resource room and dual language resource room. Teachers have access to all resources at any time using a checkout system.
5. Exploring new Science and Social Studies curriculum for future use.
6. Monitor the repurchasing (as needed) of student reader books for preschool instruction (inclusive and instructional PK rooms) that align to the Creative Curriculum.

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

### 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

At Hedges we believe all students can learn, and we strive to make all students succeed. Teachers use grade level standards and DOK (Depths of Knowledge) when unit planning to challenge students. We create authentic projects and assessments in order provide students with opportunities to show their understanding of content. Student data is shared with parents during conferences and progress report periods to inform them of student progress.

## 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a>
✓	<a href="#">Math Practices: What to Look For Observation Tool</a>
✓	<a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a>
✓	<a href="#">Student Work Protocol (SWP)</a>
✓	Site 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

Students are also involved in mentoring opportunities that support and extend the learning outside of school time and within, through a new initiative established in 2018, that bridges a partnership between student alumni, attending college, and our students. There exists two programs, one concentrating on the arts, the other on the stem areas. Currently, the STEM/STEAM program will facilitate a opportunities that will welcome student to University students studying engineering. An after school program that centers around homework assistance and mentoring is implemented with the Back of the Yards High School students, in which a former alumni also has taken the leadership role and is consequently a figure of leadership for our young students to engage with on a regular basis.

Leadership programs offered to the students include, a Catrina Contest, entirely run by the students, opportunities for student voice, through a student council some curriculum design.

Students complete research projects on high school programs, the qualifications, and help organize visits to and invite schools to high school fairs.

Plan and implement high school open houses with advanced notification

Advertise/Inform students and families of the selective enrollment process and qualifications (5th-8th grade)

Hold parent meetings that inform families (5th-8th grade) of opportunities and qualifications for high school (and beyond)

Re-consider how to successfully introduce algebra as a program for students for high school credit

Introduce events such as (but not limited to): career night, High School Options, High school shadow days, field trips, research projects

Invite previous alumni to speak to graduating class and middle school students

Establish mentorships to develop realistic high school goals and strategies to reach their goals, produce growth mindset, and college-bound identity

Develop new partnerships with colleges/universities

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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/creating 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Inquiry Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
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
<b>HOW/WHAT MATERIALS TO SUPPORT IMPROVEMENT PLANNING</b>	
<ul style="list-style-type: none"> <li>✓ Researching Colleges</li> <li>✓ CPS Advisory Frameworks</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCBP, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

## Instruction:

## Score

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.

1 2 3 4

Teachers engage students in various and rigorous discussion techniques (turn-and-talk, think-pair-share, etc)  
Teachers explicitly teach questioning and discussion skills.  
Flexible grouping and seating of students is based upon teachers' knowledge of students and evidence from multiple assessment forms  
Teachers use multiple forms of instruction including but not limited to: intentional grouping and group work, use of graphic organizers, visual aids, anchor charts and text supports.  
Balanced literacy focus is present and re-visited throughout unit and content areas

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

## Balanced Assessment & Grading:

Score

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.

1 2 3 4

Assessments: NWEA, PARCC, ACCESS, TRC, DIBELS, IDEL, IPT,  
Grade Level Meetings  
Percentage weights are all the same.  
On-Track Data Reports  
WIDA  
ESR - Early Screening for Pre-K  
Creative Curriculum Progress Monitoring

To Improve BAG (Balanced Assessment and Grading):

1. Have grade levels develop common assessments
2. PD on developing assessments
3. Increase parental communications regarding assessment results
4. Use ACCESS test results to inform lesson and unit planning/instructional decisions

## Guide for Balanced Assessment & Grading

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ Grade distribution reports (course success rates)
	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. 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	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership --Grading + Reporting</a>

### 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

#### Action Plan:

Tier 1 is provided by classroom teachers to all students.

Tier 2 is provided by support staff in conjunction with classroom teachers (collective responsibility)

Tier 3 is a work in progress (specific target areas have been identified and organization of action plans; students are organized into differentiated groups based on standardized data)

Tier 1: Progress monitoring

Attendance support low students and off-track students

Incentives for Tier 1 students

\*Some of these have been established during 17-18 school year and are being sustained. Quarter 3 saw a spike in attendance rates based on incentives.

\*Data is discussed weekly to support student learning

Tier 2:

\*Schoolwide intervention document for K-8 with Tier 2 student name, goals and interventions

\*MTSS Gradebook entries

\*Piloting additional multi-tiered intervention blocks

Room for Improvement:

\*Engage in reflective practices (PSP) : Analyze trends to foresee and mitigate problems/ work strategically.

\*Create school-wide monitoring process for continuous follow-up. Triangulate data.

\*Create classroom rosters using both data and teacher input.

\*Develop status report for ongoing goals for classroom to be addressed during PD.

### 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**



- 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.

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

Even though expectations were communicated to all students and parents during our Open House at the start of the year, individual staff members have inconsistent evidence of expectations, goals, praise, and recognition for students (not school-wide). Grade Level Teams have worked on creating second chance opportunities to improve assessments and grades to help increase the number of On-Track Students.

Our attendance declined from 96.1% (2017) to about our current average of 94.30% (2018). We are currently taking the following steps to improve attendance and will continue to take them in 2018-2019:

- Attendance plan has been created and began implementation semester 2
- Incentives (daily, weekly, monthly, quarterly, annual attendance goals)
- Consequences and protocols for attendance have been developed for tardies and interventions for chronic/at-risk absences
- Orientation for PK/K attendance
- Parent-Teacher Contracts for attendance

## 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"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRTP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<u>MTSS Framework Curriculum &amp; Instruction</u>	
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"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### Relational Trust:

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

### Score

1 **2** 3 4

-Celebrate and learn about local community (Catrin/Catrina, Day of the Dead, Day of the Dead parades, community artist programs, grants and partnerships with changing worlds, Back of the Yards Tutoring, Mothers for Peace, OLCE after school program, Christmas Tree lighting event, Second City Improv partnership to develop ensemble among staff and within the classroom)

-Training PD around mental health, parenting, etc.

-Community Peace Summits

-Wows/Pows at Grade Level Meetings

-School-wide Potluck(s)

-Network 8 meetings

-ILT leads represent the staff equitably

-GLM are weekly and common prep is a time used for professional collaboration

-Staff members involved in personal phone calls and plans for chronic and at risk student truancy

-BAM is a partnership that supports relational trust between students and staff

-Girls on the Run mentors young women

-School-Family field trip



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

### Student Voice, Engagement, & Civic Life:

Score

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.

1 **2** 3 4

-Student Council (student leadership opportunities in handling organization)  
 -Individual classrooms complete social justice units  
 -Afterschool sports and clubs (dance, gymnastics, basketball, art, embroidering/knitting, folk arts, tutoring, soccer, tech club)  
 -Special Olympics  
 -After School Matters  
 -Community events to celebrate culture (Catrin/Catrina, Day of the Dead, Day of the Dead parades, community artist programs, grants and partnerships with changing worlds, Back of the Yards Tutoring, Mothers for Peace, OLCE after school program, Christmas Tree lighting)  
 -Arts in the Yards annual event

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their

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

## Evidence, Measures, and Standards

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

### Safety & Order:

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

### Score

1 **2** 3 4

- Entry and Dismissal procedures are in place
- Security have posts/assignments
- Inclement weather protocols
- EpiPen trainings
- Lockdown and emergency drills

## Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.

- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ <a href="https://cps.edu/yel/">Social Emotional Learning Supports (cps.edu/yel/)</a>	

### Restorative Approaches to Discipline:

Score

1 **2** 3 4

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

Interventions are in place for 4/9 chronic behavior students  
Individual teachers have some plans

To reach a rating of 3, the Care Team has to be reinstated and meet regularly to address student concerns and im

## 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:

Score

1 2 3 4

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

Hedges has a number of opportunities for parents to participate in their child's education and to participate as community members:

- Hedges has different opportunities for parents to participate in school: LSC, BAC, NCLB, Parent Volunteers; Dia de Los Muertos Parade; Christmas Family Luncheon; Mothers' Day
- LSC Agenda is placed on the on school exterior doors 48 hours before the LSC meeting.

Parents and teachers have made the following suggestions for strengthening the Parent-School Partnership:

- Maybe the Monthly Calendar can include the LSC/BAC topics.
- Reinstate School-wide Parent Folder to improve communication with parents. The Parent Folder would contain: daily homework, news, announcements, flyers, field trips, permission slips, calendars, etc.
- Maybe add topics to LSC Agendas to motivate parents
- Communication can improve regarding breakfast & lunch menus.

### 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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	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	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

## School Excellence Framework Priorities

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

2	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	

## Goals

### Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
Based on a 6/7 point growth each year to hit a 5 point score by 19-20	94.00	71.00	78.00	84.00	90.00
<b>National School Growth Percentile - Math</b>					
Basd on a 9 point growth each year to hit a 4 point score by 18-19. New math instructional materials implemented 17-18.	77.00	43.00	52.00	61.00	70.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Similar growth targets as the national school growth percentile. Will allow for 4 points in 17-18 and 5 points by 19-20	64.40	53.10	63.00	66.00	71.00
<b>African-American Growth Percentile - Reading</b>					
Insufficient number of students for rating	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
Matches the school-wide goals (based on school demographic)	93.00	71.00	78.00	84.00	90.00
<b>English Learner Growth Percentile - Reading</b>					
Growth goals set for ELs are the same as for non-EL population. Already at the 6/7 point level, so aiming to maintain this percent.	98.00	71.00	78.00	84.00	90.00
<b>Diverse Learner Growth Percentile - Reading</b>					
Insufficient number of students for rating	(Blank)	(Blank)	0.00	0.00	0.00
<b>African-American Growth Percentile - Math</b>					
Insufficient number of students for rating	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>					
Matches the school-wide goals (based on school demographic)	75.00	43.00	52.00	61.00	70.00
<b>English Learner Growth Percentile - Math</b>					
Slightly lower growth goals set for ELs given need for some adaptive work around EL program at school. Aiming to make it back up to 4 points by 19-20.	81.00	31.00	37.00	43.00	50.00
<b>Diverse Learner Growth Percentile - Math</b>					

Insufficient number of students for rating	(Blank)	(Blank)	0.00	0.00	0.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Average gain of 6 points per year, based on goals set for increase in growth %tiles	38.00	42.00	48.00	54.00	60.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Average gain of 6 points per year, based on goals set for increase in growth %tiles	30.00	33.00	40.00	45.00	51.00
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**National School Attainment Percentile - Reading (Grade 2)**

Set goal to increase 2nd grade attainment by 5% in the first year and increasing 1% each following year	9.00	13.00	18.00	24.00	31.00
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**National School Attainment Percentile - Math (Grade 2)**

Set goal to increase 2nd grade attainment by 7% each year	5.00	7.00	14.00	21.00	28.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Given the higher cut scores, only increased to 30% for this year, with a 5% increase for each following year resulting in 3 points by 18-19	26.20	(Blank)	30.00	35.00	40.00
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**Average Daily Attendance Rate**

Want to get back above the 96% in 18-19. Have established Tier I, II, and III plans school-wide.	95.40	96.10	95.00	95.50	96.00
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**My Voice, My School 5 Essentials Survey**

We will be at moderately organized at the end of 2018/2019 school year. We will be organized by the end of the 2019/2020 school year.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics 0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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## Strategies

### Strategy 1

If we do...

If Hedges School identifies areas where professional learning is needed, offer teacher training, and provide opportunities to share learning with the wider school community

...then we see...

teachers using new learning and best practice in the classroom

...which leads to...

a professional learning community that shares learning and best practices to improve instruction for all students

Tags:

Professional Learning

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Create a school wide google doc to upload and document professional learning that takes place throughout the year. This document will state what professional learning has taken place and which faculty/staff member has participated, so that any teacher can reach out directly to find out more information about a given professional development.	Teachers, Principal and AP	Sep 3, 2018 to Jun 20, 2019	Not started
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#### Professional development

Teachers will be provided opportunities to share professional learning from PDs with staff at grade level meetings and institute days throughout the year.	Teachers, Principal and AP	Sep 4, 2018 to Jun 18, 2019	Not started
ILT and PPLC will develop a calendar to collaborate on professional learning and high-quality instruction	ILT and PPLC committees, and administration	Aug 1, 2018 to Sep 30, 2018	On-Track

#### Strategy 2

If we do...

If Hedges school develops a calendar of events and activities to inform and engage students and parents learning about high school readiness and process

builds regular mentor relationships middle school students around decision-making and college-bound mindset, and develops partnerships with high schools

...then we see...

students and parents making informed decisions about high school choices and beyond (college and career)

...which leads to...

an average of 65% on-track

Tags:

Transitions to college and career

Area(s) of focus:

4

Action step

Conduct quarterly parent/student meetings, for 6-8 graders, on high school application process

Responsible

Counselor, teachers, principal, assistant principal

Timeframe

Aug 27, 2018 to Dec 7, 2018

Status

Not started

#### Transitions to college and career

Create a schedule of open houses, field trips, and shadow days available for all 6-8 grade students	Counselor, teachers	Sep 4, 2018 to Dec 7, 2018	Not started
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#### Transitions to college and career

Lead research, investigation projects on high school options for 6-7th graders and college/career options for 8th graders	Counselor, teachers	Sep 4, 2018 to Dec 7, 2018	Not started
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#### Transitions to college and career

Develop mentor relationships between students, families, and teachers/counselors to guide students in their individual development of on-track and decision-making for future opportunities	Counselors, teachers, ESPs, Families, Admin	Aug 27, 2018 to May 31, 2019	Not started
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#### Strategy 3



If we do...

To empower students with high-level thinking and discourse through questioning and techniques to deepen students' understanding of the content.

...then we see...

Using questioning and discussion techniques will enable students to have authority of their own ideas to guide them in class discussions. Engage students in learning through student discourse (accountable talk) with a purpose. Students will use academic language during discussions.

...which leads to...

To engage 100% of students in authentic discussions where they can exercise critical thinking to build on their learning. Improve reading performance on NWEA Reading by 5% attainment. Improve Listening and Speaking performance on ACCESS by 1 year growth.

Tags:  
3b

Area(s) of focus:  
1

Action step

Provide Professional Development at the beginning of the school year to improve instruction on how to apply Using Questioning and Discussion Techniques. Increase teacher capacity to constructively plan questions to support students with their learning.

Responsible

All teachers - EL, DL, General Education, Exploratory ILT Administrators

Timeframe

Aug 30, 2018 to Jun 21, 2019

Status

Not started

3b

Thoroughly review Rubric REACH Domain 3b for Proficient and Distinguished.

Teachers, Admin

Aug 30, 2018 to Jun 19, 2019

Not started

**Component 3b**

Strategy 4

If we do...

Create curriculum maps reflecting student needs, incorporating the new reading and math curriculums, that are vertically and horizontally aligned to the standards and are differentiated to meet the needs of all learners

...then we see...

Increasingly rigorous formative and summative assessments that gauge student mastery of the standards

...which leads to...

Student academic growth in reading (SY18-19 84%. SY19-20 90%) and math (SY18-19 61%. SY19-20 70%).

Tags:  
Instruction, Alignment, Curriculum mapping

Area(s) of focus:  
1

Action step

Create a calendar of times where teams can meet to collaborate and develop and enhance curriculum maps. including during GLMs and School Improvement Days.

Responsible

Teachers, Admin, PPLC

Timeframe

Aug 27, 2018 to Sep 3, 2018

Status

Not started

**Instruction, Alignment, Curriculum mapping**

Strategy 5

If we do...

Establish a robust bilingual program for ELs that will nurture native language and culture and that will enable students to leverage this heritage to aid them in learning the academic English language that will lead to success in their studies and in life.

...then we see...

Students will develop academic English in reading, and writing at appropriate grade level. Develop appropriate conversational, and academic English needed to communicate. Demonstrate comprehension in listening, and reading as well as production in speaking and writing within a school setting. Students transitioning to English by program year 5.

...which leads to...

ACCESS scores in the 4 domains will increase (reading, writing, speaking, listening). Increase the number of students transitioning from the bilingual program. Student 4.8 composite score by PY5.

Tags:  
English Learners, Instruction, Bilingual program

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Status
Clarify Bilingual/ESL model and create a visual model for bilingual minute allocation.	Teacher, ELPT, and Admin	Aug 27, 2018 to Sep 28, 2018	Not started

#### Bilingual, Instruction, Esl

When implementing the new reading curriculum teachers will include WIDA Standards in lesson planning/unit plans	Teachers, Admin, ELPT	Aug 27, 2018 to Jun 21, 2019	Not started
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#### Bilingual, Curriculum, Esl

### Action Plan

#### Strategy 1

NOT STARTED

Create a school wide google doc to upload and document professional learning that takes place throughout the year. This document will state what professional learning has taken place and which faculty/staff member has participated, so that any teacher can reach out directly to find out more information about a given professional development."

Sep 03, 2018 to Jun 20, 2019 - Teachers, Principal and AP

### Status history

May 21

NOT STARTED

May 21, 2018

#### Evidence

PD Google Document will be an ongoing location to update professional learning opportunities throughout the school year

NOT STARTED

Teachers will be provided opportunities to share professional learning from PDs with staff at grade level meetings and institute days throughout the year."

Sep 04, 2018 to Jun 18, 2019 - Teachers, Principal and AP

### Status history

May 21

NOT STARTED

May 21, 2018

#### Evidence

Grade Level Meeting agendas and Institute Day agendas.

ON-TRACK

ILT and PPLC will develop a calendar to collaborate on professional learning and high-quality instruction"

Aug 01, 2018 to Sep 30, 2018 - ILT and PPLC committees, and administration

### Status history

May 21

ON-TRACK

May 21, 2018

#### Evidence

Master Calendar shared on google drive

## Strategy 2

NOT STARTED

Conduct quarterly parent/student meetings, for 6-8 graders, on high school application process"

Aug 27, 2018 to Dec 07, 2018 - Counselor, teachers, principal, assistant principal

### Status history

May 21

NOT STARTED

May 21, 2018

#### Evidence

Sign in sheets of participating families

NOT STARTED

Create a schedule of open houses, field trips, and shadow days available for all 6-8 grade students"

Sep 04, 2018 to Dec 07, 2018 - Counselor, teachers

### Status history

May 21

NOT STARTED

May 21, 2018

#### Evidence

Permission slips, sign in sheets for participating students

NOT STARTED

Lead research, investigation projects on high school options for 6-7th graders and college/career options for 8th graders"

Sep 04, 2018 to Dec 07, 2018 - Counselor, teachers

### Status history

May 21

NOT STARTED

May 21, 2018

#### Evidence

Students research projects

NOT STARTED

Develop mentor relationships between students, families, and teachers/counselors to guide students in their individual development of on-track and decision-making for future opportunities"

Aug 27, 2018 to May 31, 2019 - Counselors, teachers, ESPs, Families, Admin

### Status history

May 21

NOT STARTED

May 21, 2018

#### Evidence

Log of meetings for student and mentor Goal setting sheet for on-track behaviors (BAG report)

## Strategy 3

NOT STARTED

Provide Professional Development at the beginning of the school year to improve instruction on how to apply Using Questioning and Discussion Techniques. Increase teacher capacity to constructively plan questions to support students with their learning."

Aug 30, 2018 to Jun 21, 2019 - All teachers - EL, DL, General Education, Exploratory ILT Administrators

### Status history

May 21

NOT STARTED

May 21, 2018

**Evidence**

Unit Plans Grade Level Meetings Group Discussions Think and Pair share Observation Notes Use of Academic Language Students will generate their own questions. 100% of classrooms will have anchor charts addressing accountable talks. Academic vocabulary is posted in classrooms.

NOT STARTED

Thoroughly review Rubric REACH Domain 3b for Proficient and Distinguished."

Aug 30, 2018 to Jun 19, 2019 - Teachers, Admin

**Status history**

May 21

NOT STARTED

May 21, 2018

**Evidence**

Grade level meetings, timely feedback from classroom visits and peer observations, professional development

**Strategy 4**

NOT STARTED

Create a calendar of times where teams can meet to collaborate and develop and enhance curriculum maps. including during GLMs and School Improvement Days."

Aug 27, 2018 to Sep 03, 2018 - Teachers, Admin, PPLC

**Status history**

May 21

NOT STARTED

May 21, 2018

**Evidence**

Calendar

**Strategy 5**

NOT STARTED

Clarify Bilingual/ESL model and create a visual model for bilingual minute allocation."

Aug 27, 2018 to Sep 28, 2018 - Teacher, ELPT, and Admin

**Status history**

May 21

NOT STARTED

May 21, 2018

**Evidence**

Visual model, time distribution, and schedule

NOT STARTED

When implementing the new reading curriculum teachers will include WIDA Standards in lesson planning/unit plans"

Aug 27, 2018 to Jun 21, 2019 - Teachers, Admin, ELPT

**Status history**

May 21

NOT STARTED

May 21, 2018

### Evidence

lessons/unit plans, Academic word walls Apply Academic language during discussions.

## Fund Compliance

### Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

### ESSA Program

☒ ESSA Schoolwide Program

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

Hedges will invite all parents to participate in the organizational parent advisory committee meeting. We will then elect our PAC officers and the area of focus for the 2018-2020 PAC. We will share the CIWP Parent Plan, school priorities, strategies, and parent involvement. We will hold monthly meetings to discuss instruction and area of focus. As the school's PAC, the PAC, in consultation with parents, will decide on how to best tackle their interests and highest needs connected to their children's learning and success. We will engage parents, teachers, and students on the area of focus.

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

Title I Annual Meeting is planned for Thursday, September 13, 2018 at 8:00am. After we form our PAC, we will set the dates and time of our monthly meetings.

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.

We will inform parents of the various opportunities that they can gather, such as BAC, PAC, LSC, and PTO monthly meetings. We also have coffee with the administration throughout the year.

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.

Parent Report Card Pick-Up and distribution is on the 10th, 20th, and 30th week. Progress report distribution is on the 5th, 15th, 20th, and 35th week. Parent's can also log into the Parent Portal for weekly updates.

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

The school will deliver via USA mail, parent e-blast, the school website, and written communication sent home.

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.

Curriculum Night, State of the School Address, Parent Conference, NWEA student progress reports.

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.

The school will provide curriculum night within the first 10-20 days of school. The school will host content area literacy night for parents quarterly. In collaboration with school committees, we will host parent education sessions. BAC will host parent sessions or workshops to support parents of English learners.

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.

We will provide beginning-of- the-year Professional Development, teachers weekly newsletter, principal monthly newsletter and school website.

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.

Parent informational meetings, district notices located on the school website, and regular communication.

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.

School websites (multiple languages), written communication, parent e-blast, and teacher communication.

#### 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 school purchased and implemented a new math series (Go Math). In 2017-2018. This math series is aligned with Common Core State Standards and provides a clear scope and sequence for the year. In 2018-2019, the school will implement a new reading series called "Ready Gen" (K-5) and perspectives (6-8). This reading series is also aligned to the common core state standards and also provide a clear scope and sequence for the necessary reading skills to help students reach a proficient level. This reading series also incorporates ELL Standards to meet the academic needs of all English Learners.

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.

Parent-teacher conferences will be held November 14th, 2018 and on April 10th, 2019. The parent-teacher conferences include the distribution of grades, NWEA BOY and MOY student results for the Reading and Math tests, attendance, academic and social emotional concerns, and academic resources to help each student grow academically.

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

Parent-teacher conferences will be held November 14th, 2018 and on April 10th, 2019. The parent-teacher conferences include the distribution of grades, NWEA BOY and MOY student results for the Reading and Math tests, attendance, academic and social emotional concerns, and academic resources to help each student grow academically.

In addition Progress Reports will be distributed to each student at the end of the 5th week, 10th week, 25th week, and 35th week. Parents can also access their children's grades by logging into Parent Portal on a weekly basis.

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

During the first week of school in September, teachers will send home a letter of introduction which will include their contact information (email, school phone number, and hours set for parent conferences).

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

Parents will be given the necessary information to formally volunteer on a limited and regular basis after the first organizational BAC and PAC meetings which will take place on the first Thursday of September 2018. Parents who wish to volunteer for regular extended hours will need to follow the health and criminal background check outlined by CPS. Parents who wish to visit their child's classroom will have to give two days notice prior to the visit and they will need to sign in and will be given a visitor's pass to proceed to their child's classroom.

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

Parents will have access to check their child's grades on Parent Portal on a weekly basis. Teachers and/or the attendance team will parents if their child is off-track (attendance below 95%, a D and of F in Reading and/or Math, repeated missing assignments, etc.). Parents can also contact their child's teacher via the teacher's email and/or by calling the main office to schedule an appointment with the teacher to discuss their academic concerns and to request extra supports to be given at home. The BAC and PAC will host workshops of how to support their children's learning at home.

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 encouraged to attend and provide active input during all LSC meetings (held the first Thursday of every month at 8am in the cafeteria) , during BAC meetings (held on the second Thursday every month at 8am in the cafeteria) and, during all PAC meetings (held on the third Thursday of every month at 8am in the cafeteria)  
Parents complete the annual 5Essentials Parent Survey administered in April.

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).

The school will issue each student Learning Agendas at the beginning of the school year in September, where students will be instructed to write their homework down, write academic deadlines, and where parents can sign or initial homework completion if the student is struggling in an academic subject. The teachers will help each student set academic, attendance, and behavior goals for the year during the Student Goal Setting days in September.

## 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.

Hedges School will increase parent involvement by providing parents learning opportunities to support their child in academics and social-emotional development. This includes providing parents workshops that support building foundational literacy at home, the use of technology, social and emotional development of children and adolescents, and understanding of Common Core State Standards in Math and Reading. Below are specific goals and the timeline for these activities:

Timeline: October, 2018-June, 2019

Topics:

Benchmark Grade Informational Meetings

Bilingual Program Overview

Understanding Common Core State Standards for Reading & Math

Promoting Literacy Skills at Home

Improving Social Emotional Understanding Between Parent and Child

Resource Workshop- Citizenship and ESL Classes

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

Account(s) Description

Allocation

51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
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53405	<b>Supplies</b> 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.	\$	3360	.00
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53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	400	.00
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54125	<b>Consultants</b> 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)	\$	1500	.00
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54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount	.00
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<p>54205</p>	<b>Travel</b> 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.	\$	1500	.00
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<p>54565</p>	<b>Reimbursements</b> 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.	\$	Amount	.00
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<p>53510</p>	<b>Postage</b> 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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