



John F Eberhart Elementary School (/school-plans/139) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/21/2016	Island, Gunn, Hudson-Oden, Jascot, Linane, Gomez, Rodriguez, Sanner, McKee, Linehan, Voshall	Discussed new guidelines for CIWP. Discussed feedback from school visit with Network Chief.
02/25/2016	Island, Gunn, Foreman, Jascot, Linane, Rodriguez, Voshall, Sanner	Began the School Excellence Framework. Discussed evidence for the first category and rated our school.
03/17/2016	Island, Gunn, Foreman, McKee, Linehan, Linane, Hudson-Oden, Sanner	Conducted an internal review using the SEF. Identified evidence and ratings.
04/08/2016	Island, Gunn, Foreman, Sanner, Mckee, Jascot, Linehan, Linane, Rodriguez	Complete SEF to finalize priorities. Discuss goals and strategies.
04/12/2016	Island, Gunn, Linane, Linehan, Foreman, Gomez, Jascot, Rodriguez, Voshall	Discuss and identify strategies using Theory of Action.
05/06/2016	Island, Gunn, Linane, Foreman, Rodriguez	Review feedback from ISL. Refine language for strategies. Add action steps
05/12/2016	Island, Gunn, Jascot, Sanner, Linane, Foreman, Linehan, Hudson-Oden	Add action steps
06/02/2016	Gunn, Gomez, Foreman, Munoz, Thomas	Add strategy and action steps to reflect results of EL Audit and Corrective Action Plan
06/09/2016	Gunn, Island, McKee, Jascot, Rodriguez, Linehan, Linane, Sanner	Review Chief's feedback and make revisions, review ELPTs contributions

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

There is shared leadership through Teacher-led/parent-led Committees like PPLC, ILT, PLC, Climate Team, LSC, BAC, NCLB PAC, Parents as Mentors, Grade Level Teams and other ad hoc committees.

The vision and mission is shared school-wide and with the larger community. It has been consistent for several years and drives other initiatives. MVMS indicates that 67% of staff feel vision is clearly communicated.

Eberhart Teachers plan instructional units individually and collaboratively to ensure that all CCSS are being taught. Introduction of a new math series GO Math! led to multiple opportunities for teacher-led PD and collaborative planning.

MVMS students and teachers indicate that instruction is ambitious with a performance of "Very Strong".

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**

- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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The ILT Team conducted several Learning Walks this school year. The team visited classrooms to observe the schools powerful practice (Collaborative Conversations, Math Talks), Math Series, Peer Observations were conducted, Bi-Weekly Team Agendas, Weekly Bite-Size PD listed in Team Agenda and Announcements, Collaborated with the PLC for PD around Literacy and Math,

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	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

1 2 3 4

Need to give surveys after PD to receive feedback on the quality of Math/Reading PD, Peer observations allow teachers to practice powerful practices in a safe environment, The PLC provides PD on current topics, needs, strategies and areas of concern for teachers to implement in the classroom and improve instructional practice. Teacher leaders attend frequent Network Professional Development around Literacy and Math. The teacher leaders facilitate "teach back" PD to staff on information obtained.

Need to give surveys after PD to receive feedback on the quality of Math/Reading PD, Needed: In-services on differentiating instruction for classroom teachers on best practices to address the needs of Diverse Learners.
Doing: Peer observations allow teachers to practice powerful practices in a safe environment, The PLC provides PD on current topics, needs, strategies and areas of concern for teachers to implement in the classroom and improve instructional practice. Teacher leaders attend frequent Network Professional Development around Literacy and Math. The teacher leaders facilitate "teach back" PD to staff on information obtained. Technology teachers and other staff provide ongoing one-on one professional development for teachers (Google classroom, Near pod, Google Forms, Gradebook). Drop-in sessions for Stride Academy provided by Technology Coordinator and Teacher of Diverse Learners. Common prep periods are provided for teachers to meet, discuss and collaborate on unit and lesson plans. Also, to discuss data and next steps to address instructional and student concerns.

Have done: modified grading and modified grading scale, met with general education teachers to discuss ways of opening the lines of communication to address the needs of the students.

According to the My School My Voice Survey:

- 49% Observed Another Teacher's Classroom To Get Ideas For Your Own Instruction.
- 79% Worked With Other Teachers To Develop Materials Or Activities For Particular Classes.
- 83% Worked On Instructional Strategies With Other Teachers.
- 95% Included Enough Time To Think Carefully About, Try, And Evaluate New Ideas.
- 98% Been Sustained And Coherently Focused, Rather Than Short-term And Unrelated
- 96% Included Opportunities To Work Productively With Colleagues In My School
- 99% Been Closely Connected To My School's Improvement Plan.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**

- Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

96% Once We Start A New Program, We Follow Up To Make Sure That It's Working.
 96% Curriculum, Instruction, And Learning Materials Are Well Coordinated Across The Different Grade Levels At This School.
 86% There Is Consistency In Curriculum, Instruction, And Learning Materials Among Teachers In The Same Grade Level At This School.
 WIN period provides a chance for 6-8 teachers to work on areas of particular student need. Ancillary teachers push into classrooms to provide support.
 Literacy Support Teacher pushes into classroom to provide support for classroom teachers.
 Technology expanded with carts coming to more and more classrooms.
 Use of parent mentors in classrooms.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.

- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

1 2 3 4

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.

All teachers (K-8) have created standards based unit plans for mathematics that provides student support and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success.

All unit plans were revised to include SEL standards this year.

Teachers utilize a CCSS based College and Career Ready Blueprint Map while planning language arts lessons and unit plans.

Grade level teacher teams meet weekly to discuss concerns, accomplishments and strategies to improve our classroom rigor that meet our learners' needs.

Differentiation is consistently evident for struggling students. However, differentiation is not consistently evident for high achievers in need of enrichment.

Scope and Sequence charts and Curriculum Maps are in need of revision and being updated to reflect new instructional materials like GO Math.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content>))

framework-3-0), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>) to ensure alignment of scope and text and task complexity.

- Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

Math instructional materials were obtained this year to reflect the CCSS and related instructional shifts.

Literacy instructional materials now must be obtained to reflect the CCSS and related instructional shifts. Teachers in Grade 3 have been working with the Network 10 ISL to revise unit plans based on Engaged New York. A larger adoption would require addition of more challenging texts.

School wide, students are given access to Stride Academy which provides them with CCSS’s level appropriate learning. Teachers receive weekly skills reports for each student.

Select teachers have purchased Raz-Kids. This program is a leveled reading program that also allows teachers to track fluency.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1 2 3 4

Unit plans are designed using backward mapping:

1. Identify standards and desired outcomes.
2. Create/locate assessment evidence that demonstrates desired outcomes
3. Plan learning activities that will lead to mastery of the standards as demonstrated by success on the summative assessment.

Teachers use the Depth of Knowledge Levels to plan varied student learning experiences to address multiple learning styles. This includes performance tasks, collaborative conversations, paper/pencil tasks, technology based assignments, projects and presentations. Teachers meet weekly to plan lessons based on their instructional units to ensure lessons progress from DoK Level 1 to DoK Level 4.

Students compete in school wide spelling bee which culminates in a city-wide SCRIPPS Bee. 7th and 8th grades develop and design a science fair project. Winners present at a region fair, then qualified contestants continue to city wide fair.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

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and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

This year our school is a partner in the GEAR UP grant. The focus is Gaining Early Awareness and Readiness for Undergraduate Programs. All students in grades 7 & 8 participate in monthly college and career readiness workshops, college tours, career fairs and other activities to support them and their parents in preparation for post-secondary education and careers.

School-wide Social Emotional Learning supports are guided by the school Climate Team. The MTSS Behavior plan includes Conflict Resolution Forms, the Eberhart Cares website, Check-in/Check-out program, onsite social work services from Mt. Sinai Hospital, Golden Ticket behavior incentive, Eagles Cave Game Room, and Eagles School Store monthly incentive among other supports.

Instruction based on the College Core State Standards from Kindergarten through grade 8 support more rigorous academic development for college and career success.

All eligible 8th grade students are enrolled in algebra. Students in accelerated classes begin preparation for the algebra class in 6th grade.

Before and after school tutoring opportunities are available for students at all grade levels both formally (i.e. through After School All Stars or GEAR UP) and informally (teachers coming early/staying late to help students based on need).

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<p>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</p> <p>C2. Builds a culture of high aspirations and achievement for every student.</p>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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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.

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NWEA data is utilized by teachers to design effective lesson which increase rigor. The PLC plans professional development around common core to provide teachers with strategies and resources to enhance instruction. Students are grouped using NWEA data and differentiated instruction is utilized to support learning for all students. Instruction aligned to common core, which includes utilization of non-fiction text and writing. Projects and student-centered lesson provide opportunities for self-directed learning. Teachers participate in learning walks and peer observations to carefully monitor the effect of their teaching on student learning. Bite sized PD's are also used at grade level team meetings analyze/adjust instruction to meet student needs.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

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A pilot program for social emotional learning called check in/check out has been implemented school wide. Check in/check out is a Tier 2 intervention. Other Tier 2 interventions include a conflict resolution program that has also been implemented in grades 5-8. The school has also partnered with Mt. Sinai hospital to implement a behavioral health counseling program for students deemed at risk.

Academic interventions in Tier 1 implemented include Stride Academy. Literacy support teacher provides Tier 2 interventions to support struggling students in the classroom. Ancillary teachers provide classroom support in various classrooms. Attendance incentives started this year are the game room and dress down day for 97-100% attendance rates. On track/off track data are utilized to support academic or attendance issues. Gear up, a college and career readiness organization comes out support students in efforts to go to college and/or a career. Gear up also provides tutoring to different students for math and reading in 7th and 8th grade.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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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.

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Gear up has been implemented for college and career readiness for the 7th and 8th grade students to support students in their college/career readiness. A school wide grading scale was established to ensure all students across the school have the opportunity for success. In addition, school wide retake policy was also implemented for all students. BOY and MOY data is analyzed to guide classroom instruction. Academic support provided both inside and outside the classroom for both diverse learners and ELL students. Small group assessments for diverse learner students. Instructional diverse learner teachers implemented the use of a Tier 3 Reading Intervention program in their classrooms. Diverse learner teachers have started using Stride Academy to provide targeted academic support in math to their students. EL teachers provide instruction in students native language as well as assessment/instructional materials in their native language.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:

- Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

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IEP implementation for students who need additional support.

PLP Plans are followed and updated regularly for students that need extra attention in particular areas of concern and development.

Essential Questions/Enduring Understandings/CCSS/Mathematical Practices Being posted in classrooms so students are aware of the expectations for learning.

Bulletin boards with detailed CCSS ELA and writing components

Weekly Team Meetings where teachers are brought together with ILT guided and self-guided discussion and collaboration.

Cross-Curriculum Integrated Arts with ELA and Math Teachers and Arts Program where teachers collaborate and develop lessons that include either Math or Reading CCSS with Arts Program standards.

Check in and Check out system piloted where students who have PLP plans have an adult who checks progress and monitors goals.

Attendance is encouraged through incentives for perfect attendance with Game Room time, special themed "out of uniform" days, and individual classroom incentives.

Hispanic Growth Percentile for Reading could be improved from 4-5 points while Math needs additional support.

Diverse Learners need significant gains and support for both Math and Reading in order to bring their attainment scores out of the 1st percentile.

African American Student percentile of attainment on Math and Reading MAP scores reveal areas of concern and need for improvement.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

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

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My Voice My School Supply reflects positive reflection by both teachers and students alike.

School Climate Committee provides supports for students that need additional aid. They have introduced Conflict Resolution Forms, Student focus groups, and a Behavioral Health website.

Teacher Classroom support provides additional opportunities for students to engage in trusted relationships with teachers outside the homeroom environment.

Performance Committee is in place that showcases cultural difference and importance.

Teachers donate time and effort to organize and carry out extra-curricular activities that encourage community and highlight diversity.

Teachers often provide additional support and enrichment through morning tutoring programs and after school enrichment classes.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Student Voice, Engagement, & Civic Life:

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

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Students have the option to participate in the After School All Stars program for enrichment. Programs include academic tutoring, sports, health & fitness, dance, fine & performing arts, book club, intellectual games and JROTC among others. Nearly 500 students are enrolled this year.

7th and 8th grade students can participate on the Student Social Service Team that plans service projects for the school and greater community. This includes a school-wide anti-bullying initiative, an annual food drive and other service projects.

5th grade students can participate on the Green Team. These students lead recycling efforts for the school.

Student Council is normally an essential part of student life in grades 6-8 but did not have a sponsor this year.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 **3** 4

Eberhart has low numbers of group 5 and 6 violations for the Student Code of Conduct. However, students report concerns about bullying and cyber-bullying that occur at school and outside of school, including evenings and weekends.

To address safety concerns, a Climate Team was created and meets twice per month. The Climate Team rolled out a Conflict-Resolution Form to support students in addressing and resolving conflicts productively and without violence.

The Climate Team has also initiated the "Eberhart Cares" website providing an electronic copy of the form along with additional information about social emotional supports.

This year our school initiated two new Tier 2 and Tier 3 behavioral supports. The Check-in/Check-out program provides mentoring relationships for students to help them meet academic and behavioral goals. A partnership with Mt. Sinai hospital provides on-site social work services for students including small group counseling and classroom push-in interventions.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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.

Eberhart School uses a variety of approaches to discipline including restorative practices. Students participate in restorative conversations with the Dean of Students and administrators, as well as Talking Circles with peers involved in conflicts.

Other consequences include conferences with parents and school staff, loss of privileges and special events, detention, in-school suspension and after school service to the school community (i.e. book delivery, mail sorting, helping teachers, etc.)

The school social worker, counselors and psychologist are frequently involved to help determine the root cause of inappropriate behavior and are often consulted in the decision making process for student consequences, and to make suggestions for future interventions.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

Parent Portal Sign-Up is standing at 352. This low representation of parent involvement could be improved.

Report Card Pick-Up for parent involvement reaches 90% or above.

Parent Mentor Program has added 13 parents to the program that actively assist in classrooms.

Parent Volunteers are often used for field trips and other outings

PAC group - Parent Advisory Committee meets monthly and discusses issues within the school from a familial standpoint but it poorly attended.

Fundraising activities are limited and are not a regular occurrence.

BAC - Bilingual Advisory Committee meets monthly but the attendance varies.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1 2 3 4 5

4 Culture of & Structure for Continuous Improvement: Professional Learning

1 2 3 4 5

Goals

Required metrics (Elementary)

0 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	86.00	50.00	60.00	70.00
National School Growth Percentile - Math				
(Blank)	45.00	37.00	47.00	57.00
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	59.30	(Blank)	60.00	70.00
African-American Growth Percentile - Reading				
(Blank)	14.00	7.00	30.00	40.00
Hispanic Growth Percentile - Reading				
(Blank)	87.00	52.00	70.00	80.00
English Learner Growth Percentile - Reading				
(Blank)	80.00	36.00	50.00	57.00
Diverse Learner Growth Percentile - Reading				
(Blank)	4.00	1.00	20.00	30.00
African-American Growth Percentile - Math				
(Blank)	20.00	12.00	30.00	40.00
Hispanic Growth Percentile - Math				
(Blank)	45.00	40.00	50.00	60.00
English Learner Growth Percentile - Math				
(Blank)	53.00	34.00	50.00	60.00
Diverse Learner Growth Percentile - Math				
(Blank)	1.00	1.00	20.00	30.00
National School Attainment Percentile - Reading (Grades 3-8)				
(Blank)	48.00	50.00	60.00	70.00

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

(Blank)	38.00	47.00	57.00	67.00
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National School Attainment Percentile - Reading (Grade 2)

(Blank)	52.00	55.00	60.00	70.00
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National School Attainment Percentile - Math (Grade 2)

(Blank)	51.00	53.00	63.00	73.00
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	49.80	44.60	45.00	55.00
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Average Daily Attendance Rate

(Blank)	95.20	95.60	96.00	97.00
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My Voice, My School 5 Essentials Survey

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

invest in more complex and rigorous common core aligned materials for balanced literacy	an increase of strategic, differentiated, research based instruction based on various student data metrics.	improved student comprehension, an increase of achievement on various individual student assessments and grades.
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Tags:

English Learners, Materials, Academic, Aligned resources, Common core, Classroom rigor

Area(s) of focus:

1, 2

Action step

Responsible

Timeframe

Evidence for status

Status

Adopt the Fountas & Pinnell Benchmark Assessment System for grades K-2 which is designed to help the teacher collect reliable evidence of student competencies and reading levels so they can begin their teaching where the learners are—at the optimal instructional level and with in depth knowledge of his/her reading behaviors—bringing each reader forward in his competencies. It will enable teachers to differentiate instruction more accurately.	A.P. Foreman	Jun 22, 2016 to Jun 20, 2017	Implementation of daily differentiated guided literacy instruction	Completed
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Literacy/Reading, Common core, Balanced literacy, Classroom rigor, Balanced grading and assessment, Allocations of funds for purchasing materials for

instruction and professional development

<p>All K-2 teachers (including DL & EL) will receive initial PD from consultant Rachel Dahl during the first week of staff attendance. This will ensure all primary teachers are able to administer the assessment, interpret the data, and select appropriate guided instruction lessons based on the data.</p>	<p>A.P.Foreman</p>	<p>Aug 29, 2016 to Sep 2, 2016</p>	<p>Teachers are able to utilize the BAS with fidelity. Teachers are able to select the guided instruction lessons for each student's level</p>	<p>Completed</p>
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Literacy/Reading, Common core, Balanced literacy, Classroom rigor, Balanced assessment, Allocations of funds for purchasing materials for instruction and professional development

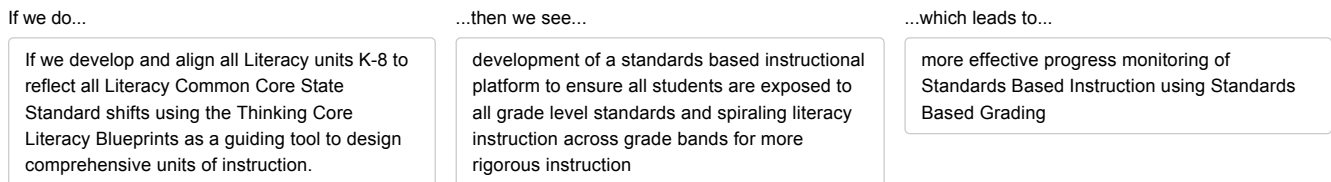
<p>All K-2 teachers (including DL & EL) will receive monthly PD from consultant Rachel Dahl during the school year. This will involve coaching and modeling for using the assessment results to plan and execute reading lessons using the F& P model for Balanced Literacy.</p>	<p>A.P.Foreman</p>	<p>Sep 12, 2016 to May 19, 2017</p>	<p>Teachers unit plans and lesson plans reflect daily literacy blocks aligned to the F&P model of Balanced Literacy Instruction. Students' progress monitoring data reflect upward trending through the F&P levels.</p>	<p>On-Track</p>
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Literacy/Reading, Common core, Balanced literacy, Classroom rigor, Balanced grading and assessment, Allocations of funds for purchasing materials for instruction and professional development

<p>PPLC and ILT will vet the district approved, common core aligned literacy materials for grades 3-8. Once selected those materials will be purchased for delivery by August 2016. Vendor PD on use of the materials will also be purchased.</p>	<p>Literacy Specialist Mary Gill, A.P. Gomez</p>	<p>May 9, 2016 to Jun 30, 2016</p>	<p>Samples will be ordered. Before/After-school PPLC & ILT meetings will be held to vet materials. Selections will be made. Summer PD will be scheduled.</p>	<p>Completed</p>
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Literacy/Reading, Common core, Balanced literacy, Classroom rigor, Allocations of funds for purchasing materials for instruction and professional development

Strategy 2



Tags: Literacy/Reading, Academics, Common core, Classroom rigor

Area(s) of focus: 2

Action step	Responsible	Timeframe	Evidence for status	Status
<p>Develop and implement a cohesive scope and sequence for grades K-8 for Literacy instruction</p>	<p>Literacy Specialist Mary Gill, Principal Ms. Gunn, A.P. Mrs. Foreman</p>	<p>Aug 1, 2016 to Nov 1, 2016</p>	<p>Completed Scope and Sequence for grades K-8; completed unit plans aligned to CCSS, grade level team meeting notes</p>	<p>Not started</p>

Ccss, Scope and sequence, Unit planning

PLC will provide additional supports to grade level teams in the development of new unit plans using the Blueprints.	PLC planning committee, Paula Jascot - Teacher, Reading Specialist Mary Gill, Principal Ms. Gunn	Aug 1, 2016 to Nov 1, 2016	PLC meeting agendas, sign-in sheets for attendance, completed unit plans by grade level	Cancelled
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Plc, Unit planning

Strategy 3

If we do...

Use of technology (Stride Academy, Quizlet, Go Math,...) to differentiate instruction, assess student learning and allow students to independently reinforce learned skills and concepts while practicing new ones.

...then we see...

Students will work independently, in pairs or in groups to complete more rigorous tasks in all subjects. Teachers will use data from online learning programs to monitor progress and differentiate instruction

...which leads to...

The percentage of students at or above the 50th Percentile will increase in Reading & Math. This is part of a two year plan to bring student attainment levels up to the 70th percentile in order to move our SQRP status from Level 2+ to Level 1.

Tags: Technology, Diverse Learners, Curriculum, Differentiated instruction

Area(s) of focus: 2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
During one of the first PD days teachers will receive guidance on how to use BOY data to choose the three lowest goal strands to set differentiated practice in Stride Academy in Reading and Math.	A.P. Gomez, Technology Coordinator, Mr. Mitchell and Media Center Teacher Mr. Otero	Aug 29, 2016 to Aug 31, 2016	The lowest three strands assigned to students in Stride Academy.	Completed

Technology, Diverse Learners, Curriculum, Differentiated instruction, Progress monitoring

On a staff development day the Math Committee in collaboration with the PLC will provide staff development to address the Go Math Online support components that will enable teachers to provide differentiated instruction based on student achievement levels.	(Blank)	select	(Blank)	Completed
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Strategy 4

If we do...

Develop and sustain respectful relationships that result in an active student/teacher engagement in the school community for grades K-8

...then we see...

Improved adult to student and student to student interactions that are mutually supportive and develop strong norms for more positive school experiences

...which leads to...

Quality school relationships operating in around the school predicts positive student and staff outcomes. This will lead to increased student attendance of 97%, a 10% reduction in student code of conduct violations, and improved grades and assessment scores.

Tags: Attendance, Behavior and Safety, SEL, Culture of learning

Area(s) of focus: 3

Action step	Responsible	Timeframe	Evidence for status	Status
Our school will participate in an SEL research study and adopt the "In Focus" daily SEL lessons in grades K-8. This comprehensive program teaches students and staff all SEL standards.	K. Daigler, Climate Team, Social Worker T. Toro, N. Gunn	Aug 29, 2016 to Jun 16, 2017	Incorporation of the SEL standards into the unit plans. Identified look-fors visible in all K-8 classrooms	On-Track

MTSS, Behavior and Safety, SEL, Restorative approaches, Relational trust

Teachers will receive initial PD from the author of "In Focus" Social Worker Tom McSheehy. This will include distribution of teacher materials, professional reading, lesson planning & execution and reflection.	K. Daigler, Climate Team, Social Worker T. Toro	Aug 29, 2016 to Sep 2, 2016	All teachers will include daily SEL on their time distribution sheets. All teachers will incorporate SEL standards into their unit plans. Classroom set ups will include identified look-fors.	Completed
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MTSS, Behavior and Safety, SEL, Restorative approaches, Relational trust

Eberhart School staff will receive bimonthly support from the "In Focus" research team and Mr. McSheehy. This includes coaching, co-teaching, modeling, focus groups, professional reading and workshops	K. Daigler, Climate Team, Social Worker T. Toro, N. Gunn	Aug 29, 2016 to Jun 16, 2017	Weekly Team Meeting agenda, PD agendas and logs from researcher visits	Behind
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MTSS, Diverse Learners, Behavior and Safety, SEL, Restorative approaches, Relational trust, Priority subgroups

The Eberhart Climate Team will use the Behavioral Health Assistance Request Referral process to expand the use of Check-in/Check-out as a Tier 2 intervention for academic and behavioral improvement. Students will be targeted based on BOY NWEA data and historical data for SCC violations.	Counselor M. Tucker, and Social Worker T. Toro, Climate Team	Sep 12, 2016 to Jun 16, 2017	Daily CiCo logs for checkers and students, Bi-monthly updates provided to the Climate Team, Decrease SCC violations for those in CiCo, Higher NWEA scores at MOY and EOY for participants, Increased attendance rates for participants	On-Track
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MTSS, Diverse Learners, Behavior and Safety, SEL, Restorative approaches, Relational trust, Priority subgroups

The Eberhart Counseling Department & Climate Team will use the Behavioral Health Assistance Request Referral process to expand the existing partnership with Mt. Sinai hospital to provide on site social work services to Eberhart students as a Tier 3 intervention for behavioral MTSS.	Counselor M. Tucker, Social Worker T. Toro, Climate Team, N. Gunn	Sep 12, 2016 to Jun 16, 2017	Care Team progress reports, bimonthly updates from the Climate Team, Social Worker and Psychologist, Decrease in SCC violations for student participants, increased attendance for participants	Cancelled
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MTSS, Diverse Learners, Behavior and Safety, SEL, Restorative approaches, Relational trust, Priority subgroups

<p>We will clearly define and publicize the culture of learning at Eberhart to include the following:</p> <ol style="list-style-type: none"> 1. Students will be stewards of their own learning. 2. Students will feel safe in taking risks and making mistakes as learners. 3. Students will have numerous opportunities to build and demonstrate mastery of the standards 	<p>Principal Gunn, A.P.s Foreman and Gomez, Climate Team</p>	<p>Aug 29, 2016 to Jan 16, 2017</p>	<p>Teachers' IMPACT Gradebook failure reports, Dashboard On-Track reports</p>	<p>Completed</p>
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SEL, Culture of learning, Expectations, Priority subgroups

Strategy 5

If we do...

...then we see...

...which leads to...

<p>Increase the quality and frequency of parent involvement and maximize existing external partnerships to support our work and our families</p>	<p>Parents will learn strategies to help their children at home (i.e. instructional techniques, parenting tips, organizational skills, etc.) and families will receive support to prepare children for their futures</p>	<p>A home-school-community connection that supports increased attendance and gains in all areas of academic achievement</p>
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Tags:

Attendance, SEL, Family and Community Engagement, Academic gain

Area(s) of focus:

4

Action step	Responsible	Timeframe	Evidence for status	Status
<p>We will combine parental instructional supports with the Family Space Night event because fun events are more well attended than workshops or informational meetings</p>	<p>Space Week Committee Mr. Alday & Climate Team Ms. Chartier</p>	<p>May 15, 2017 to May 19, 2017</p>	<p>Creation of mini-workshops, stations for passport stamps to gain access to the shuttle simulation</p>	<p>Cancelled</p>

Family and Community Engagement, Academic gain

<p>We will combine parental instructional supports with the Dia del Nino event because fun events are more well attended than workshops or informational meetings</p>	<p>Dia del Nino committee, ELPTs Mrs. Munoz & Mrs. Thomas</p>	<p>Apr 24, 2017 to Apr 28, 2017</p>	<p>Creation of mini-workshops, stations to earn tickets for the carnival games</p>	<p>On-Track</p>
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Family and Community Engagement, Academic gain

<p>Continue the quarterly parent workshop series with Dr. Ferney Ramirez. Topics will be selected by elected members of the NCLB PAC and BAC. Add a potluck and raffle component to boost parent attendance.</p>	<p>ELPTs Mrs. Munoz & Mrs. Thomas and Parent Mentor Coordinator</p>	<p>Oct 3, 2016 to May 12, 2017</p>	<p>Workshop schedule, parent evaluations of workshops, sign in sheets from workshops</p>	<p>On-Track</p>
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Attendance, Family and Community Engagement

<p>Continue the workshop series from Freida Kahlo Center. Topics will be selected by elected members of the NCLB PAC and BAC. Add a potluck and raffle component to boost parent attendance.</p>	<p>ELPTs Mrs. Munoz & Mrs. Thomas and Parent Mentor Coordinator</p>	<p>Oct 3, 2016 to May 12, 2017</p>	<p>Workshop schedule, parent evaluations of workshops, sign in sheets from workshops</p>	<p>On-Track</p>
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Strategy 6

If we do...

Increase technology, math, and literacy integration via arts integrated units

...then we see...

Teacher collaboration will increase and students will be more engaged across a variety of academic disciplines.

...which leads to...

Greater student comprehension in math and reading, as well as the development of 21st century skills such as creativity, critical thinking, collaboration, and communication.

Tags:

Literacy/Reading, Math, Arts, Magnet cluster schools, 21st century skills, Collaboration

Area(s) of focus:

2

Action step ⓘ

The Magnet cluster Lead Teacher will collaborate with peers to plan and execute two arts integrated units combining the visual arts, technology, and math or literacy, aligning with Illinois, common core, and ISTE standards.

Responsible ⓘ

Ms. M. Rodriguez & collaborating teacher

Timeframe ⓘ

Sep 5, 2016 to Jun 5, 2017

Evidence for status ⓘ

Lesson plans, work samples, and lesson documentation on the Bulb app.

Status

Completed

Literacy/Reading, Math, Arts, Magnet cluster schools, Collaboration

The Magnet Cluster Lead Teacher will participate in ATLAS training for art, math/literacy, technology integrated units.

M. Rodriguez, MCLT

Sep 5, 2016 to Jun 5, 2017

Lesson plans, work samples, and lesson documentation on the Bulb app.

On-Track

Literacy/Reading, Math, Arts, Magnet cluster schools, Collaboration

Strategy 7

If we do...

a strategic restructuring of the Transitional Bilingual Program's staffing and service model

...then we see...

maximized services for English Language Learners that meet their academic and language proficiency needs

...which leads to...

increased student achievement for English Learners including ACCESS scores, other assessment metrics and grades

Tags:

MTSS, Literacy/Reading, Core Instruction, After-school, Instruction planning, English language learners, Staffing

Area(s) of focus:

1, 2, 3, 4

Action step ⓘ

Increase the number of bilingual and ESL endorsed teachers through new hires and/or new certification for existing staff

Responsible ⓘ

Administrators, ELPTs

Timeframe ⓘ

Jul 5, 2016 to Sep 6, 2016

Evidence for status ⓘ

staff credentials for new hires or newly endorsed existing staff

Status

Completed

English Learners, Bilingual, Staffing

Develop and implement a comprehensive written and verbal protocol for educating parents about the benefits of the bilingual program prior to executing any Code 13 parent refusals

Administrators, ELPTs

Aug 29, 2016 to Jun 30, 2017

written protocol for Code 13 Parent Refusal Conference with sign off for parents and ELPTs

Completed

English Learners, Bilingual

Provide professional development for staff to increase their capacity in moving from planning to implementation of appropriate scaffolds and language objectives to facilitate the content in the classrooms

ELPTs

Aug 29, 2016 to Jun 30, 2017

PD calendar and agendas

On-Track

English Learners, Bilingual, Professional development

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Adopt the Fountas & Pinnell Benchmark Assessment System for grades K-2 which is designed to help the teacher collect reliable evidence of student competencies and reading levels so they can begin their teaching where the learners are—at the optimal instructional level and with in depth knowledge of his/her reading behaviors—bringing each reader forward in his competencies. It will enable teachers to differentiate instruction more accurately.</p> <p>Tags: English Learners, Materials, Academic, Aligned resources, Common core, Classroom rigor, Literacy/Reading, Common core, Balanced literacy, Classroom rigor, Balanced grading and assessment, Allocations of funds for purchasing materials for instruction and professional development</p>	A.P. Foreman	Jun 22, 2016	Jun 20, 2017	Completed
<p>✚ All K-2 teachers (including DL & EL) will receive initial PD from consultant Rachel Dahl during the first week of staff attendance. This will ensure all primary teachers are able to administer the assessment, interpret the data, and select appropriate guided instruction lessons based on the data.</p> <p>Tags: English Learners, Materials, Academic, Aligned resources, Common core, Classroom rigor, Literacy/Reading, Common core, Balanced literacy, Classroom rigor, Balanced assessment, Allocations of funds for purchasing materials for instruction and professional development</p>	A.P.Foreman	Aug 29, 2016	Sep 2, 2016	Completed
<p>✚ All K-2 teachers (including DL & EL) will receive monthly PD from consultant Rachel Dahl during the school year. This will involve coaching and modeling for using the assessment results to plan and execute reading lessons using the F & P model for Balanced Literacy.</p> <p>Tags: English Learners, Materials, Academic, Aligned resources, Common core, Classroom rigor, Literacy/Reading, Common core, Balanced literacy, Classroom rigor, Balanced grading and assessment, Allocations of funds for purchasing materials for instruction and professional development</p>	A.P.Foreman	Sep 12, 2016	May 19, 2017	On-Track
<p>✚ PPLC and ILT will vet the district approved, common core aligned literacy materials for grades 3-8. Once selected those materials will be purchased for delivery by August 2016. Vendor PD on use of the materials will also be purchased.</p> <p>Tags: English Learners, Materials, Academic, Aligned resources, Common core, Classroom rigor, Literacy/Reading, Common core, Balanced literacy, Classroom rigor, Allocations of funds for purchasing materials for instruction and professional development</p>	Literacy Specialist Mary Gill, A.P. Gomez	May 9, 2016	Jun 30, 2016	Completed
<p>✚ Develop and implement a cohesive scope and sequence for grades K-8 for Literacy instruction</p> <p>Tags: Literacy/Reading, Academics, Common core, Classroom rigor, Ccss, Scope and sequence, Unit planning</p>	Literacy Specialist Mary Gill, Principal Ms. Gunn, A.P. Mrs. Foreman	Aug 1, 2016	Nov 1, 2016	Not started
<p>✚ PLC will provide additional supports to grade level teams in the development of new unit plans using the Blueprints.</p> <p>Tags: Literacy/Reading, Academics, Common core, Classroom rigor, Plc, Unit planning</p>	PLC planning committee, Paula Jascot - Teacher, Reading Specialist Mary Gill, Principal Ms. Gunn	Aug 1, 2016	Nov 1, 2016	Cancelled

District priority and action step	Responsible	Start	End	Status
<p>✦ During one of the first PD days teachers will receive guidance on how to use BOY data to choose the three lowest goal strands to set differentiated practice in Stride Academy in Reading and Math.</p> <p>Tags: Technology, Diverse Learners, Curriculum, Differentiated instruction, Technology, Diverse Learners, Curriculum, Differentiated instruction, Progress monitoring</p>	A.P. Gomez, Technology Coordinator, Mr. Mitchell and Media Center Teacher Mr. Otero	Aug 29, 2016	Aug 31, 2016	Completed
<p>✦ On a staff development day the Math Committee in collaboration with the PLC will provide staff development to address the Go Math Online support components that will enable teachers to provide differentiated instruction based on student achievement levels.</p> <p>Tags: Technology, Diverse Learners, Curriculum, Differentiated instruction</p>				Completed
<p>✦ Our school will participate in an SEL research study and adopt the "In Focus" daily SEL lessons in grades K-8. This comprehensive program teaches students and staff all SEL standards.</p> <p>Tags: Attendance, Behavior and Safety, SEL, Culture of learning, MTSS, Behavior and Safety, SEL, Restorative approaches, Relational trust</p>	K. Daigler, Climate Team, Social Worker T. Toro, N. Gunn	Aug 29, 2016	Jun 16, 2017	On-Track
<p>✦ Teachers will receive initial PD from the author of "In Focus" Social Worker Tom McSheehy. This will include distribution of teacher materials, professional reading, lesson planning & execution and reflection.</p> <p>Tags: Attendance, Behavior and Safety, SEL, Culture of learning, MTSS, Behavior and Safety, SEL, Restorative approaches, Relational trust</p>	K. Daigler, Climate Team, Social Worker T. Toro	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Eberhart School staff will receive bimonthly support from the "In Focus" research team and Mr. McSheehy. This includes coaching, co-teaching, modeling, focus groups, professional reading and workshops</p> <p>Tags: Attendance, Behavior and Safety, SEL, Culture of learning, MTSS, Diverse Learners, Behavior and Safety, SEL, Restorative approaches, Relational trust, Priority subgroups</p>	K. Daigler, Climate Team, Social Worker T. Toro, N. Gunn	Aug 29, 2016	Jun 16, 2017	Behind
<p>✦ The Eberhart Climate Team will use the Behavioral Health Assistance Request Referral process to expand the use of Check-in/Check-out as a Tier 2 intervention for academic and behavioral improvement. Students will be targeted based on BOY NWEA data and historical data for SCC violations.</p> <p>Tags: Attendance, Behavior and Safety, SEL, Culture of learning, MTSS, Diverse Learners, Behavior and Safety, SEL, Restorative approaches, Relational trust, Priority subgroups</p>	Counselor M. Tucker, and Social Worker T. Toro, Climate Team	Sep 12, 2016	Jun 16, 2017	On-Track
<p>✦ The Eberhart Counseling Department & Climate Team will use the Behavioral Health Assistance Request Referral process to expand the existing partnership with Mt. Sinai hospital to provide on site social work services to Eberhart students as a Tier 3 intervention for behavioral MTSS.</p> <p>Tags: Attendance, Behavior and Safety, SEL, Culture of learning, MTSS, Diverse Learners, Behavior and Safety, SEL, Restorative approaches, Relational trust, Priority subgroups</p>	Counselor M. Tucker, Social Worker T. Toro, Climate Team, N. Gunn	Sep 12, 2016	Jun 16, 2017	Cancelled
<p>✦ We will clearly define and publicize the culture of learning at Eberhart to include the following: 1. Students will be stewards of their own learning. 2. Students will feel safe in taking risks and making mistakes as learners. 3. Students will have numerous opportunities to build and demonstrate mastery of the standards</p> <p>Tags: Attendance, Behavior and Safety, SEL, Culture of learning, SEL, Culture of learning, Expectations, Priority subgroups</p>	Principal Gunn, A.P.s Foreman and Gomez, Climate Team	Aug 29, 2016	Jan 16, 2017	Completed
<p>✦ We will combine parental instructional supports with the Family Space Night event because fun events are more well attended than workshops or informational meetings</p> <p>Tags: Attendance, SEL, Family and Community Engagement, Academic gain, Family and Community Engagement, Academic gain</p>	Space Week Committee Mr. Alday & Climate Team Ms. Chartier	May 15, 2017	May 19, 2017	Cancelled
<p>✦ We will combine parental instructional supports with the Dia del Nino event because fun events are more well attended than workshops or informational meetings</p> <p>Tags: Attendance, SEL, Family and Community Engagement, Academic gain, Family and Community Engagement, Academic gain</p>	Dia del Nino committee, ELPTs Mrs. Munoz & Mrs. Thomas	Apr 24, 2017	Apr 28, 2017	On-Track
<p>✦ Continue the quarterly parent workshop series with Dr. Ferney Ramirez. Topics will be selected by elected members of the NCLB PAC and BAC. Add a potluck and raffle component to boost parent attendance.</p> <p>Tags: Attendance, SEL, Family and Community Engagement, Academic gain, Attendance, Family and Community Engagement</p>	ELPTs Mrs. Munoz & Mrs. Thomas and Parent Mentor Coordinator	Oct 3, 2016	May 12, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Continue the workshop series from Freida Kahlo Center. Topics will be selected by elected members of the NCLB PAC and BAC. Add a potluck and raffle component to boost parent attendance. Tags: Attendance, SEL, Family and Community Engagement, Academic gain</p>	ELPTs Mrs. Munoz & Mrs. Thomas and Parent Mentor Coordinator	Oct 3, 2016	May 12, 2017	On-Track
<p>✦ The Magnet cluster Lead Teacher will collaborate with peers to plan and execute two arts integrated units combining the visual arts, technology, and math or literacy, aligning with Illinois, common core, and ISTE standards. Tags: Literacy/Reading, Math, Arts, Magnet cluster schools, 21st century skills, Collaboration, Literacy/Reading, Math, Arts, Magnet cluster schools, Collaboration</p>	Ms. M. Rodriguez & collaborating teacher	Sep 5, 2016	Jun 5, 2017	Completed
<p>✦ The Magnet Cluster Lead Teacher will participate in ATLAS training for art, math/literacy, technology integrated units. Tags: Literacy/Reading, Math, Arts, Magnet cluster schools, 21st century skills, Collaboration, Literacy/Reading, Math, Arts, Magnet cluster schools, Collaboration</p>	M. Rodriguez, MCLT	Sep 5, 2016	Jun 5, 2017	On-Track
<p>✦ Increase the number of bilingual and ESL endorsed teachers through new hires and/or new certification for existing staff Tags: MTSS, Literacy/Reading, Core Instruction, After-school, Instruction planning, English language learners, Staffing, English Learners, Bilingual, Staffing</p>	Administrators, ELPTs	Jul 5, 2016	Sep 6, 2016	Completed
<p>✦ Develop and implement a comprehensive written and verbal protocol for educating parents about the benefits of the bilingual program prior to executing any Code 13 parent refusals Tags: MTSS, Literacy/Reading, Core Instruction, After-school, Instruction planning, English language learners, Staffing, English Learners, Bilingual</p>	Administrators, ELPTs	Aug 29, 2016	Jun 30, 2017	Completed
<p>✦ Provide professional development for staff to increase their capacity in moving from planning to implementation of appropriate scaffolds and language objectives to facilitate the content in the classrooms Tags: MTSS, Literacy/Reading, Core Instruction, After-school, Instruction planning, English language learners, Staffing, English Learners, Bilingual, Professional development</p>	ELPTs	Aug 29, 2016	Jun 30, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

We have monthly meetings of the Local School Council, our schools decision making body. It consists of parents, community members, teachers, and the principal. At these meetings parents and other stakeholders have an opportunity to address the council. In addition, our NCLB Parent Advisory Council and Bilingual Advisory Council meet on an alternating monthly basis. Stakeholder feedback is also solicited annually through the My Voice, My School Survey. Data from this survey is included in CIWP planning. Our Parents As Mentors parent volunteers meet weekly. The parent coordinator communicates updates and ideas to the administration. In addition, administrators meet frequently with individual parents to address their concerns and suggestions.

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

Annual Title 1 meeting and PAC Organizational Meeting were held on 9/30/16 to inform parents of the school's participation in NCLB, explain its requirements, and inform them of their right to be involved. NCLB Parent Advisory Council meetings are held every other month following the annual meeting. Numerous other parental involvement meetings are held including an Open House Orientation Meeting, BAC meetings, Report Card Pick-up/Parent-Teacher Conferences, and other informational meetings. Parents are notified through a monthly calendar of events and parent bulletin sent home with students.

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

This information is provided during our annual NCLB meeting, Open House Orientation Meeting, PAC and BAC meetings, Report Card Pick-up/Parent-Teacher Conferences, and other informational meetings like the annual 8th grade Parent Meeting held in October.

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

Parent involvement and public participation are encouraged at LSC, PAC and BAC meetings. When possible, immediate feedback is provided to parents raising concerns or giving suggestions. Parents are also encouraged to make individual appointments with administrators to address more in depth concerns. Minutes for these meetings are also part of the CIWP Planning files as many suggestions and ideas come directly from these meetings.

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.

Student test scores on NWEA will be given to parents several times each year. This includes the BOY & MOY Goal Setting worksheets and EOY results. Parents will receive PARCC assessment results in the fall when provided by the District.

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 Chicago Public Schools sends out letters to parents if the teacher that the student has is not deemed highly qualified on a yearly basis. The school will ensure that these letters go out to parents in a timely manner.

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

At all BAC/NCLB meetings, there are different speakers that address resources that parents can access. Strategies on literacy, mathematics, science, SEL supports and parental involvement to increase academic achievement are provided to parents at these meetings.

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

Information, resources, materials, and training are provided at every parent meeting that the BAC/NCLB PAC hold. In addition to these meetings, parents are offered free instructional materials at various times throughout the school year, including summer school. There is also a Parent Resource Center with instructional materials and technology available for parent use alone or with their children.

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

Parent feedback is solicited annually through the My Voice, My School Survey. Data from this survey is included in CIWP planning. Our Parents As Mentors parent volunteers meet weekly. The parent coordinator communicates updates and ideas to the administration. In addition, administrators meet frequently with individual parents to address their concerns and suggestions. Teachers are encouraged to have a parental contact within the first two weeks for all of the students in their classrooms. Teachers also volunteer to be a part of the Parents as Mentors program, which consists of a Parent working alongside a teacher each day.

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

Eberhart holds 2 Virtual Pre-K workshops for parents to help support their students before they come to Kindergarten. This program is coordinated by the Kindergarten teachers. In addition, we host the Step-Up to Kindergarten summer program to assist in the transition from pre-school to kindergarten. The children from Midway preschool also tour the building in the spring prior to enrolling in kindergarten.

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

All information that is sent home with students is both in English and Spanish. This includes parent letters, event flyers and monthly bulletins.

Policy Implementation Activities

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

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

N/A

Parent Compact

Complete

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

Eberhart School will prepare ALL of its students for success in college and careers. Our learning community will provide a rigorous curriculum connecting literacy, math, technology and content area instruction with the fine and performing arts. Our students will develop academic skills, a sense of social responsibility, and an appreciation of the fine and performing arts to become productive members of a global society.

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.

The school will hold two open house events for parents to meet their students teachers within the first two weeks of school. We will also have two report card day conferences in November, 2016 & April, 2017.

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

Students will all receive an agenda that will be used to communicate with parents. Progress reports will also be distributed at the 5 week interval in each 10 week marking period. Parents can utilize the District's Parent Portal feature to track student grades in real-time in IMPACT Gradebook.

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

Staff will be available on their preparation periods each day and by appointment before and after school. These meetings can take place in either the teacher's classroom, Conference Room or the Parent Resource Center.

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

We have a Parent Mentor Program that is available to all parents. This allows parents to volunteer each day in classrooms where their children are not enrolled. They can also participate on Parent Patrol, field trip chaperons, monthly Eagles School Store, and bi-annual Book Fair.

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

Parents have a Parent Resource Center where there are books for parents to read about parental strategies that they can use with their children. They are asked to check their child's agenda planner daily for homework assignments and teacher communication. Parents are expected to support school attendance and communicate with teachers.

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 will consult with school administrators at Bilingual Advisory Council Meetings, Local School Council Meetings, Parent Advisory Council Meetings and other events. Regular opportunities exist to collaborate with their child's teacher via telephone, email and conference.

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).

Teachers will stress to students the importance of good attendance and class preparation. In all school agendas there is a character development component. Students will also be rewarded for positive behavior with Eagle dollars, that can be used to purchase supplies at the school store each month. Students also have the opportunity to earn Golden Tickets for a chance to win an evening in the Eagles Cave (game room).

Parent Budget

Complete

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

Eberhart will achieve a 95% or higher parental participation rate on report card pickup days and open house events. We will provide opportunities for parents and staff to engage and discuss student needs.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 4454 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 620 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 8000 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00

54565 **Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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53510 **Postage**
Must be used for parent involvement 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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