



Fairfield Elementary Academy (/school-plans/151) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Claudia Lopez	Principal	crenteria5@cps.edu	Has access
Jeffrey Heredia	Assistant Principal	jheredia13@cps.edu	Has access
Beverly Warren	Special Ed Teacher	bawarren@cps.edu	Has access
Jose Munoz	Student Special Services Advocate	jgmunoz5@cps.edu	Has access
Jacqueline Hardy	Technology Teacher	jameson-hardy@cps.edu	Has access
Kiennesha Eades	Middle School ELA Teacher	kdeades@cps.edu	Has access
Iris Gonzalez	2nd Grade Bilingual Teacher	imgonzalez@cps.edu	Has access
Jason Johnson	Middle School Science Teacher	jajohnson4@cps.edu	Has access
Karla Garcia	Kindergarten Teacher	kgarcia58@cps.edu	Has access
Ricardo Moreno	5th Grade Bilingual-Teacher	rmoreno6@cps.edu	Has access
Gordon Newman	Counselor/Case Manager	gnewman@cps.edu	Has access
Soledad Calderon	Special Education Classroom Assistant	scalderon@cps.edu	Has access
Elizabeth Walls	Special Education Classroom Assistant	efwalls@cps.edu	Has access
Diana Carry	Consultant	d.carry@me.com	Has access

Team meetings

Date	Participants	Topic
03/01/2016	ILT Members	Mission and Vision

03/08/2016	ILT Members	SEF
03/15/2016	ILT Members	SEF
03/22/2016	ILT Members	School Culture (self-assessment)
03/29/2016	ILT Members	School Culture (self-assessment)
04/05/2016	ILT Members	ILT Strategies (Relational Trust)
04/12/2016	ILT Members	ILT Strategies
04/26/2016	ILT Members	Strategies (College and Career Readiness)

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

Fairfield is in the initial stages of setting the direction and creating a sense of purpose by building consensus and implementing a shared vision. For example, during a school improvement day (2015-2016 school year), teachers and staff were asked to provide statements that go in line with what they envision for children in the short term and the long term. Parents who are part of SWOP, BAC, and the PAC were also engaged in a similar activity. Faculty, staff and the parent community were engaged in this process with the intent to find common ground in what all stakeholders want for the students and the overarching community. In addition, during grade level meetings, focus groups were selected to read through the article 90-90-90 High Performing Schools by Doug Reeves and were asked to select statements that go in line with building a high performing school because ultimately, this is our goal. Fairfield is currently undergoing a revision of the Vision and Mission that will be used to drive the work of all members of the staff. Professional learning gained through PD sessions provided by the network has been disseminated through grade band meetings--this channel has been used to facilitate discussion on the importance of the delivery of high quality instruction and the how-to design instruction that will assist in having all students meet or exceed grade level standards. To ensure that there is greater collective ownership of learning, staff members were selected to share learning gained through PD during ILT meetings and grade band meetings. The CPS Framework for Teaching is being referenced when having discussions between administration and teachers and some teachers have shared resources regarding the framework that have been implemented by some members of the school teaching. The next cycle of learning will entail the development of a protocol allowing teachers to have constructive and reflective conversations with their peers in a structured manner to drive improvement to teaching. The leadership team is building consistency throughout grade levels with a focus on student learning by consistently referencing NWEA results and attendance data. However, to enable teams of teachers to refine the content of collegial conversations, the ILT team will identify channels/venues to obtain high quality common assessments to be administered every 4-6 weeks, evaluating the mastery of literacy and math CCSS. There is collaboration throughout the school teams and there is a gradual incline in the overall climate in the building. The administration meets with teams weekly for grade level meetings and consistently disseminates communication through weekly updates.

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	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 **3** 4

Network 10 ILT Meeting Rubric (completed on 1/11/2016 by all ILT members)

ILT Members:

B. Warren
 K. Garcia
 I. Gonzalez
 K. Eades
 J. Johnson
 R. Moreno
 S. Calderon
 J. Muñoz
 G. Newman
 E. Walls
 J. Heredia
 J. Hardy
 C. Lopez

Average Scores:

Meeting and Frequency: 94%
 Roles and Responsibilities: 79%
 Norms and Trust: 73%
 Equity of Voice and Use of Protocols: 91%
 Agendas and Use of Time: 94%
 Data Driven Decision Making: 100%
 Action Items: 85%
 Monitoring Process: 76%

The ILT is comprised of teacher leaders that were selected by their peers to represent their specific grade band. The ILT includes a member of the Curriculum Enrichment Team, the Dean of Students, School Counselor, LSC, ESP's and Special Education and Bilingual Teachers. The team meets a minimum of twice per month and adheres to specific protocols. Recently the ILT conducted a root cause analysis of attendance issues across the school. Teachers developed strategies to increase attendance. Attendance data has shown a sharp improvement since being implemented. ILT will continue to use root-cause analysis to develop and follow through with action steps delineated in the CIWP. The ILT meeting rubric results showed areas of growth for the ILT are: establishing more norms, building trust and monitoring progress.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 4

Areas of Strength: 1. Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps (CCSS Math and Literacy PD), 2. Implement and sustain on-going, job-embedded professional learning (PL) (e.g peer learning opportunities), 3. Structure time for teachers to collaborate and learn together (during Principal Directed Meetings and Sister School Learning Walk-throughs)

Areas of Growth: 1. Make 'safe practice' an integral part of professional learning, 2. Monitor implementation to ensure staff uses new knowledge to improve practice with the intent of attaining desired effect on teaching practice and student outcomes (through conducting frequent peer observations and analyzing student work), 3. Provide induction and support for new teachers.

Fairfield currently does not have a protocol that allows teachers to conduct peer observations. According to the 2014-15 - 5 Essentials Report 54% reported that teachers never observed another teacher and another 25% stated that they observed another teacher only once or twice during the year. New teachers are not provided with mentor teachers to assist with induction. Teachers have common planning time in which they can collaborate. Teacher suggestions for professional learning are currently shared through an informal basis. A clear process to collect teacher suggestions for professional learning is not evident.

There are teams throughout the building that are meeting expectations and are using strategies to find ways to improve overall student learning. The Literacy Lead Teachers are sharing professional learnings during grade level band meetings to expand student learning--there has been an emphasis of teaching clusters literacy standards through the usage of graphic organizers (Think Logic PD).

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

Fairfield uses CPS guidelines for instructional time in literacy, math, science and social studies as evidenced through the master schedule. Strategic source vendors are utilized when purchasing and there is a clear process that streamlines ordering and receiving. Literacy and Math resources were purchased during the 2014-2015 academic year to meet the needs of students at Fairfield. There continues to be a focus on designing high functioning school teams. Fairfield partners with community resources including Metropolitan Family Services, SWOP, Iman, Urban Gateways and Jenner Block. Fairfield currently does not monitor the impact of partner organizations' activity. Currently exit interviews are not being utilized to inform hiring and retention decisions. Although the GoMath new resources were received with a lot of enthusiasm by classroom teachers, there is still a need to establish a common definition around curriculum so that all understand that it encompasses state standards, instructional materials, assessments, etc.. The ILT is in the process of engaging teachers to design a cohesive and comprehensive scope and sequence for math and literacy which will be evidenced through horizontal and vertical alignment. The LSC has been integral in approving purchases and/or adjustments to budget plans in light of the financial crisis. Fairfield currently receives grants through Urban Gateways for its Arts' initiative. However, Fairfield needs to expand its efforts to apply for grants in order to continue to bring much needed resources to the school community. Fairfield does not have a hiring team to collaborate through the hiring process yet.

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:

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

Score

1 **2** 3 4

Fairfield recently purchased a viable set of math (GoMath) instructional materials. Teachers feel that these materials provide options for a wide variety of teaching methods and resources--workbooks, online assessments, performance tasks, visual resources that can be displayed via SMARTBoards, etc.. Scaffolded instruction and rigor is in line with what students should know and be able to do. There is a genuine intent to provide all students access to an academically viable curriculum that inspires students to think and produce high quality work. Teachers feel that the scope of resources provided by GoMath fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. As for Social Emotional Learning, Kindergarten through third grade use PATHS as part of their curriculum to support it. ELL and diverse learners are supported through differentiated instruction. Grade level meetings occur on a weekly basis. There is a focus on examining student work and engaging peers to find more effective ways/methods of addressing the needs of all students. However there is a lack of a coherent literacy instructional program.

Although teachers are using the Think Logic graphic organizers, teachers feel that it is difficult to teach skills in line with grade level state standards, particularly because we currently do not have a coherent set of instructional materials as we do for math. During the beginning of the 2015-2016 academic year, teachers received PD on Balanced Literacy. Authentic texts were purchased during the 2014-2015 academic year so that teachers could utilize these during the Read Aloud segment of the literacy block but the plan did not transfer to practice. Based on teacher feedback, there lies a perception that the initiative for close reading is being abandoned and that the expectation is to use the graphic organizers that were introduced Network 10 during the 2015-2016 school year. Teachers feel that constant changes in the schools and what they are supposed to teach has made it difficult to attain a comprehensive understanding of literacy instruction. After a review of pacing guides, teachers are using a variety of guides from different sources including Go Math, the Literacy, Science, and Math CPS Frameworks, ISBE Scope and Sequence and a pacing guide from Atlanta Public Schools. The inconsistency of pacing guides lead to gaps in having a curriculum that is aligned vertically or horizontally. Some teachers are integrating Social Emotional Learning into academic learning but it's not evident across the school. Results from the School Climate Survey show that some teachers are unaware of the Social Emotional Learning Standards.

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&rcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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

Teachers feel that the collaborative effort between staff and administration these past two years regarding technology has literally transformed the school. With every passing year the importance of incorporating and sustaining a strong incorporation of tech resources is critical. Having the technology readily available enables teachers and staff to immerse into it on a daily basis. The support from staff in how to use it has been tremendous. Teachers are eager to master the navigation of Smartboards, laptops, and ELMOs. Fairfield has made huge gains in overall learning of technology and the efforts to bring our students into 21st Century format of learning. Students have accessibility to reading and math websites on laptops on a consistent basis (five to six times a week). Students are receptive to the new equipment. Access to a Smartboard have allowed teachers the opportunity to integrate videos and online resources to implement/support instruction. In addition, during teachers were provided with math manipulatives at the onset of the 2015-2016 school year to support mathematics instruction and leveled readers were provided to support small group instruction. Think Through Math and Achieve 3000 are also used by most teachers in 3rd-8th grade. Teachers still feel there is a huge need to bring more cohesiveness to the literacy program at Fairfield. This would eliminate the need to search for materials to teach CCSS in language arts. Classroom libraries and a bookroom is available to all teachers, however there is minimal evidence that these resources are being used consistently by teachers. Some classes have received classroom libraries and others have not. The bookroom has plenty of materials but teachers feels that these have not been organized in an easy-to-access system/manner. Technology is integral to students' learning experiences. Some work is needed in getting all students to understand that materials are a means to acquire language, knowledge, and competencies. Some students do not use materials for the purpose of learning. Another area to assess is increasing the amount computer resources (1:1 ratio) in the classroom to allow students to use the school approved sites to increase practice needed skills. Technology enhances students' higher order, creative thinking and problem solving. As we continue to move towards student-directed learning, students should be given choices about instructional materials as part of their learning experience.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

A school wide protocol or expectation that students improve upon their work through the revision process is not yet evident school-wide. Recent NWEA data has shown that many students have not met growth targets in Reading and Math. Through classroom observations conducted by the administrative team, there appears to be a lack of differentiation based on student strengths and weaknesses. Through Common Core literacy professional development, teachers have been exposed to the how-to of integrating numerous standards when planning learning objectives and learning tasks in literacy. Through the Go Math program, teachers feel that students are exposed to rigorous material but both are still adjusting to the new curriculum. Math Performance tasks offered by Go Math and through the Knowledge Center are being used with greater consistency. The Thinking Core material presented through on-site literacy pd have enabled teachers to implement strategies to ensure students are referencing text to make claims and cite evidence. Teachers feel that there is still a need in the development and selection of rigorous tasks. During grade level meetings and collaborative team meetings, student work is being assessed for CCSS alignment, task objectives, and task complexity. Complex text is being used throughout literacy instruction to ensure that students' thinking is deepened through collaborative conversation and higher level questioning. Fairfield is focused on identifying each students strengths and weaknesses. There is an intent to monitor test, assessment, and student progress monitoring data on a weekly basis during grade band meetings. Fairfield has begun to analyze student work both at the grade level groups and school-wide level. Teachers are able to identify student needs and focus on them regularly.

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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Framework for Teaching	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

Score

1 2 3 4

and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

The CIWP team feels that we need to continue to strengthen our instructional program in the foundation years(PreK-2nd grades). Without this strong foundation the road ahead becomes fraught with peril and division. I think we need to work backwards from a successful educated adult and look at the levels of development each individual undergoes to reach that point. Like the rings of a tree stump, we can see how the passage of time is one and interconnected with all. Ultimately, we want all of Fairfield alumni to be successful. But how do we prepare them for the realities of the world outside the school doors? How do we incorporate a sense of worth in their actions and choices? Like any architect, no matter the height or grandeur of its plans, it will not stand the test of time without laying down a strong foundation. As a middle school teacher students need more motivation, push and a way out of their current situations. We do provide a good start to the high school focus but after December the momentum is lost. Students need more. We need to focus students on strategies for after high school and to get to college. At one point, there was a bulletin board on the second floor displaying information on high school testing, high school application information, and which high school students can attend.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	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:

Score

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

1 **2** 3 4

There is some evidence of teachers collaborating around planning and designing reteaching lessons. Teachers also incorporate methods to increase student conversation and/or share information during class (i.e. Turn and Talk). This allows teachers to quickly check for understanding. Student progress is monitored through Do Now activities, Exit Slips, mClass and weekly assessments. Teacher instruction is reflective of PD updates and strategies. Teachers continue to 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. They also model and teach techniques that enable students to engage each other in authentic discussions about content; this encourages students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence. However, teachers feel that this is an area where students continue to need more work. Grade bands are collaborating and using common assessments. We have to continue to encompass universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objectives. There is a school-wide expectation to display a marker board configuration. This makes the intention of learning transparent--one can see which CCSS is being taught, how instruction is going to be implemented through Gradual Release Model, and how students will be assessed. Teachers also use resources provided by the Network to guide their teaching and improve students' mastery of skills being taught. Teachers are working on improving questioning in the classroom.

Guide for Instruction

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

- Intervene in a timely and effective way to help students who are struggling.
- When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)
	✓ Informational observations, peer observations, learning walks
	✓ Lesson studies
Measures	✓ SGRP Attainment and Growth
	✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction
	Effective Leaders
	Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1 2 3 4

Teachers create student groups based on skill needs. They provide small group instruction and reteaching sessions. Assessments and classroom data are used to progress monitor and drive instruction. Students have an opportunity to advance through individualized computer programs, enrichment work and learning centers. Rubrics are used and learning environments meet student needs for mobility, student collaborations and academics. Student attendance is improving with the help of daily attendance drawings and awarding Falcon bucks. An established universal understanding and protocol for MTSS is not yet evident across the school. While teachers incorporate resources and strategies in their daily lessons/curriculum and administration continues to analyze reports of data to aid students, additional supports outside the classroom are solely lacking. Basic services from key support staff are minimal and their presence and contributions are often diverted to fill in other areas of need. Collaboration and a sense of clarity have improved dealings with staff and administration in the planning and preparation stages but the action which often times proceeds is minimal at best. Students designated as needing ESL or IEP services are not receiving the allocated support deemed necessary to become successful with their education. Teachers in kindergarten through third grade are implementing PATHS to support students' social emotional learning. The program helps students learn about feelings and emotions and guides them in understanding how to cope with their feelings. Teachers work in small groups to support student learning. By following the Gradual Release Model, teachers provide support to struggling students. Teachers also keep data on those students who are being referred to the Related Services Team.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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

1 2 **3** 4

Assessment data generated from the NWEA and Dibels are utilized to inform instruction. We also use classroom assessments weekly and summative assessment every five weeks. These data allow us to identify students' strengths and weakness and it also drives our instruction and lesson planning. Currently teachers within the grade band use the same assessment. Fairfield is in the process of implementing common assessments throughout the school. We use multiple assessments measures and we provide assessment accommodations to students per their IEPs and 504. Currently we are focus on performance task assessments. These performance tasks aid staff in strengthening lessons and curriculum. Professional development was provided to teachers by those teachers selected to attend network professional development in literacy and math, teachers are using resources provided to to assess the students' literacy and mathematical skills. Teachers use resources from the CPS Knowledge Center and GoMath to assess students. Teachers use district assessments to inform their instruction. The data provided from assessments are used to group students, target students, and focus on the skills the students need to strengthen.

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.

Score

1 2 3 4

An identified area of growth for Fairfield is to improve in students recognition for more than the same few top performers who are recognized. Fairfield needs to develop opportunities to recognize each individual student's successes both academically and social emotionally at the classroom, grade-band and school-wide level. We should build student's self-esteem and confidence and motivate them to continue learning. The halls are lined with samples of students work, the majority of students are here on time and in uniform. The expectations and values of the school are understood by most students and staff. Learning strategies and skills are displayed around classroom, and students are rewarded for their achievements. Some classrooms are being taught with high energy, and the staff sets high expectations of the students. Through classroom observation it is clear that most Fairfield teachers are encouraging students to persevere through difficult tasks. Fairfield has begun efforts to improve the level and type of feedback students are provided on their work and in verbal form in the classroom.

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:

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

Score

1 2 3 4

According to the My School My Voice Student Survey, 38% of students disagree and 12% strongly disagree when asked if teachers kept their promises. A lack of relational trust between student and teacher that can negatively impede the learning process. There could be some improvements made to improve student teacher relational trust. According to the School Climate Survey completed by teachers this year, staff survey results show that only 36% of those surveyed agree that students have one adult that they are connected to and another 26% strongly agreed, 31% disagreed and another 5% strongly disagreed. The school counselor conducts check-ins and check-outs with a select number of students as a Tier 3 intervention strategies but a formal check in protocol for all students have not been established. On the 5 Essentials Survey Teacher-Principal Trust was given a score of neutral at 40 points and Teacher to teacher trust was given a score of 48, also neutral. Both have shown increases from previous years. The majority of peer to peer interactions are positive and when middle school students will assist in the primary classrooms as mentors however a formal process has not been established. A recent activity conducted by ILT members revealed that the school culture needed some focus around building relational trust among the adults in the building.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

There are many students participating in extracurricular activities, such as basketball, band, art, 21st century classes, EL tutoring and a Mentoring group for female students in the grades 6-8. Academics, athletics and social emotional learning play an important part in each of these programs. Students are engaged in extracurricular activities before, during and after school including band, art/painting, technology, 21st Century and WITTS program has expanded extracurricular options for students, and in so many ways assisted in student achievement. A student advisory committee has begun, and students interest in learning and contributing to their school and community is there. There needs to be more activities that correlate with Instruction e.g. Dr. Seuss birthday, Read Aloud Day, etc. Students learn about culture, community and civic life through Social Studies and ELA courses.

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	<ul style="list-style-type: none"> ✓ 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

Although qualitative and quantitative data suggests that faculty, staff and students at Fairfield feel physically safe, the data also suggests that we struggle in paying more attention to social and emotional safety of children such as bullying behaviors. 38% of students reported to feeling somewhat safe in the bathrooms and 8% did not feel safe. Also 25% students reported not feeling safe around the school while 34% only felt somewhat safe. 3-The school has made a strong effort to ensure students, staff and visitors are safe. The school is orderly and safe, and according to conversations with parents, students, and staff, Fairfield is a very safe and orderly environment. The ability to collaborate in ensuring a safe and orderly environment is a great strength. The Security staff at Fairfield is the first line of defense, exterior doors are secured and checked after morning arrival and at various times of the day. Issues of safety are reported to the security staff who will then inform the dean of students, assistant principal and principal. Overall transitions, arrival and dismissal are safe, efficient and orderly. On the School Climate survey 75% of staff surveyed believe that transitions are conducted in an orderly and safe manner and 100% reported that arrival and dismissal procedures are safe. Students and adults feel physically, socially, intellectually, and emotionally safe throughout the school. The majority of teachers model and reinforce clear behavioral expectations for all areas of the school and use active supervision in all settings. Lunchroom and recess supervision is an area where support staff need additional support and training to ensure all adults are monitoring student behavior. A referral system has been created that clearly defines the actions that warrant the removal of a student from class however there is inconsistency with following that criteria.

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.
Measures	<ul style="list-style-type: none"> ✓ School Climate Standards Rubric/Assessment ✓ 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.

The school has always been a PBIS school which reward students for positive behaviors. Restoratives approaches to address differences between students and teachers has been a common practice at Fairfield. Coaching students and teachers, mediation with administrators and parents, and most of all classroom management is a testament to the constant use of restorative justice approaches used throughout the school.

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

Communicating well between teacher and parents is key factor for making a partnership work. When teachers were asked if teachers and parents think of each other as a partnership educating children 83% answer that agree or strongly agree with this statement. Also 78% of teacher felt respected by parents to a great extent. 4-Local School Council, Parent Action Committee, Bilingual Action Committee and fostering the connection with home and school is what makes our school great for parent partnerships. A platform for parents to voice concerns and better the learning environment has been constant and productive. LSC, PAC, and BAC meetings have been used as a forum to continually share the state of the school, the school priorities, and the initiatives that will enable the Fairfield School Community to meet its goals.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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 Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Parent Partnership	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	⊖
---	---	---	---	---	---

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

1	2	3	4	5	⊖
---	---	---	---	---	---

Goals

Required metrics (Elementary)

18 of 18 complete

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

National School Growth Percentile - Reading

Although there is still a lot of room for growth, Fairfield has made great headway in beginning to create both the working and learning conditions for both faculty, staff, and children to thrive. In reviewing faculty and staff feedback, there is a need to establish a clear literacy model to be implemented in grades K-8 along with a set of look-fors for each segment, while ensuring that children are engaged with text at minimum 120 minutes each day. A cluster of teachers will be selected to attend training conducting literacy interventions--the PD will be delivered by Fountas and Pinnell in August of 2016. This cluster of teachers will disseminate learning and compile a set of look-fors (for progress monitoring and providing interventions) for the rest of the Fairfield Community. The first priority is to ensure that a strong core group of teachers are assigned to the Primary grades and that all teachers have a solid understanding of literacy practices and resources that accelerate reading achievement. The cluster of teachers receiving training will also be responsible for developing peer-observation and data analysis protocols centered on analyzing student formative and summative assessment data. Through a laser-like focus on ensuring that students' reading, writing, speaking, and listening time is increased while teachers utilize rubrics to assess individual learning progressions, Fairfield will be able to meet the goal of being at the 70th percentile for Reading.

73.00

36.00

90.00

95.00

National School Growth Percentile - Math

Although there is still a lot of room for growth, Fairfield has made great headway in beginning to create both the working and learning conditions for both faculty, staff, and children to thrive. In reviewing faculty and staff feedback, there is a need to establish a clear math teaching model to be implemented in grades K-8 along with a set of look-fors for each segment. A cluster of teachers will be selected to engage in a Math PLC so that this group of teachers delivers training to peers throughout the year during grade level meetings. This cluster of teachers will disseminate learning and compile a set of look-fors for effective math instruction. The first priority is to ensure that a strong core group of teachers are assigned to the Primary grades and that all teachers have a solid understanding of math practices and resources that accelerate math achievement. The cluster of teachers participating in the PLC will also be responsible for developing peer-observation and data analysis protocols (in collaboration with Literacy Cluster Teachers) centered on analyzing formative and summative assessment data. Teachers will enable students to build deep understandings of math concepts through peer collaboration and a strong emphasis on addressing the 5 domains of literacy (reading, writing, speaking, listening, and thinking).

52.00

40.00

90.00

95.00

% of Students Meeting/Exceeding National Ave Growth Norms

A scope and sequence that is vertically and horizontally aligned with CCSS will be designed for both Math and Literacy. This will facilitate the design of common assessments which will be administered and analyzed so that teachers are better able to respond to student need. At the school-wide level, there will be a strong emphasis on aligning the scope and sequence to a Standards Based Grading system, evidenced through student artifacts and gradebook.

61.80

(Blank)

70.00

75.00

African-American Growth Percentile - Reading

Aside from establishing a clear literacy model to be implemented in grades K-8 along with a set of look-fors for each segment and ensuring that children engaged with text at minimum 120 minutes daily, we will also follow the MTSS process aggressively in the primary grades to accelerate literacy for all subgroups. In addition to this, there will be a heavy investment of classroom libraries in both English and Spanish, chromebook carts, and PD on literacy to ensure that students are consistently engaged in literacy throughout the day. The goal is to have all 1st graders reading at grade level by the end of the year. A cluster of teachers will be selected to attend training conducting literacy interventions--the PD will be delivered by Fountas and Pinnell, which is being offered in August. This cluster of teachers will disseminate learning and compile a set of look-fors (for progress monitoring and providing interventions) for the rest of the Fairfield Community. The first priority is to ensure that a strong core group of teachers are assigned to the Primary grades and that all teachers have a solid understanding of literacy practices and resources that accelerate reading achievement. The administrative team will conduct bi-weekly observations, providing feedback around the identified look-fors (PLC) and teacher's practice as it is in line with REACH.

45.00

25.00

55.00

70.00

Hispanic Growth Percentile - Reading

Aside from establishing a clear literacy model to be implemented in grades K-8 along with a set of look-fors for each segment and ensuring that children engaged with text at minimum 120 minutes daily, we will also follow the MTSS process aggressively in the primary grades to accelerate literacy for all subgroups. In addition to this, there will be a heavy investment of classroom libraries in both English and Spanish, chromebook carts, and PD on literacy to ensure that students are consistently engaged in literacy throughout the day. The goal is to have all 1st graders reading at grade level by the end of the year. A cluster of teachers will be selected to attend training conducting literacy interventions--the PD will be delivered by Fountas and Pinnell, which is being offered in August. This cluster of teachers will disseminate learning and compile a set of look-fors (for progress monitoring and providing interventions) for the rest of the Fairfield Community. The first priority is to ensure that a strong core group of teachers are assigned to the Primary grades and that all teachers have a solid understanding of literacy practices and resources that accelerate reading achievement. The administrative team will conduct bi-weekly observations, providing feedback around the identified look-fors (PLC) and teacher's practice as it is in line with REACH.

93.00

48.00

55.00

70.00

English Learner Growth Percentile - Reading

Aside from establishing a clear literacy model to be implemented in grades K-8 along with a set of look-fors for each segment and ensuring that children engaged with text at minimum 120 minutes daily, we will also follow the MTSS process aggressively in the primary grades to accelerate literacy for all subgroups. In addition to this, there will be a heavy investment of classroom libraries in both English and Spanish, chromebook carts, and PD on literacy to ensure that students are consistently engaged in literacy throughout the day. The goal is to have all 1st graders reading at grade level by the end of the year. A cluster of teachers will be selected to attend training conducting literacy interventions--the PD will be delivered by Fountas and Pinnell, which is being offered in August. This cluster of teachers will disseminate learning and compile a set of look-fors (for progress monitoring and providing interventions) for the rest of the Fairfield Community. The first priority is to ensure that a strong core group of teachers are assigned to the Primary grades and that all teachers have a solid understanding of literacy practices and resources that accelerate reading achievement. The administrative team will conduct bi-weekly observations, providing feedback around the identified look-fors (PLC) and teacher's practice as it is in line with REACH.

(Blank)

10.00

30.00

45.00

Diverse Learner Growth Percentile - Reading

Aside from establishing a clear literacy model to be implemented in grades K-8 along with a set of look-fors for each segment and ensuring that children engaged with text at minimum 120 minutes daily, we will also follow the MTSS process aggressively in the primary grades to accelerate literacy for all subgroups. In addition to this, there will be a heavy investment of classroom libraries in both English and Spanish, chromebook carts, and PD on literacy to ensure that students are consistently engaged in literacy throughout the day. The goal is to have all 1st graders reading at grade level by the end of the year. A cluster of teachers will be selected to attend training conducting literacy interventions--the PD will be delivered by Fountas and Pinnell, which is being offered in August. This cluster of teachers will disseminate learning and compile a set of look-fors (for progress monitoring and providing interventions) for the rest of the Fairfield Community. The first priority is to ensure that a strong core group of teachers are assigned to the Primary grades and that all teachers have a solid understanding of literacy practices and resources that accelerate reading achievement. The administrative team will conduct bi-weekly observations, providing feedback around the identified look-fors (PLC) and teacher's practice as it is in line with REACH.

(Blank)

1.00

30.00

50.00

African-American Growth Percentile - Math

It will be critical to first and foremost, assign a strong core group of teachers to the Primary Grades. Fairfield will delineate a scope and sequence for math (K-8). This will facilitate the selection of common assessments aligned to standards, and these will be administered and analyzed periodically throughout the year. To ensure that there is a laser like focus to student learning, Fairfield will transition to Standards Based grading at the onset of the 206-2017 school year. The results from common assessments will be analyzed and tracked bi-weekly, opportunities for retakes/redos will be offered to all students, and on-track data will be reviewed monthly. The administrative team will conduct bi-weekly observations, providing feedback around the identified look-fors (PLC) and teacher's practice as it is in line with REACH.

21.00

17.00

35.00

50.00

Hispanic Growth Percentile - Math

It will be critical to first and foremost, assign a strong core group of teachers to the Primary Grades. Fairfield will delineate a scope and sequence for math (K-8) . This will facilitate the selection of common assessments aligned to standards, and these will be administered and analyzed periodically throughout the year. To ensure that there is a laser like focus to student learning, Fairfield will transition to Standards Based grading at the onset of the 206-2017 school year. The results from common assessments will be analyzed and tracked bi-weekly by each grade level team to determine progress made by all subgroups. Opportunities for retakes/redos will be offered to all students and recorded in gradebook. On-track data will be referenced to identify particular subgroups and/or students who may need additional supports. The administrative team will conduct bi-weekly observations, providing feedback around the identified look-fors (PLC) and teacher's practice as it is in line with REACH.

82.00

58.00

70.00

75.00

English Learner Growth Percentile - Math

It will be critical to first and foremost, assign a strong core group of teachers to the Primary Grades with Bilingual/ESL certification. Fairfield will delineate a scope and sequence for math (K-8) to be followed by both Bilingual and General Ed teachers, the scope and sequence will also include English Language Development Standards (WIDA). This will facilitate the selection of common assessments aligned to standards, and these will be administered and analyzed periodically throughout the year. Common assessments will be comparable in both General Ed and Bilingual classrooms. To ensure that there is a laser like focus to student learning, Fairfield will transition to Standards Based grading at the onset of the 206-2017 school year. The results from common assessments will be analyzed and tracked bi-weekly by each grade level team, opportunities for retakes/redos will be offered to all students and recorded in gradebook, and on-track data will be reviewed monthly. The administrative team will conduct bi-weekly observations, providing feedback around the identified look-fors (PLC) and teacher's practice as it is in line with REACH.

(Blank)

47.00

55.00

70.00

Diverse Learner Growth Percentile - Math

It will be critical to first and foremost, assign a strong core group of teachers to the Primary Grades. Fairfield will delineate a scope and sequence for math (K-8) . This will facilitate the selection of common assessments aligned to standards, and these will be administered and analyzed periodically throughout the year. To ensure that there is a laser like focus to student learning, Fairfield will transition to Standards Based grading at the onset of the 206-2017 school year. The results from common assessments will be analyzed and tracked bi-weekly by each grade level team to determine progress made by all subgroups. Opportunities for retakes/redos will be offered to all students and recorded in gradebook. On-track data will be referenced to identify particular subgroups and/or students who may need additional supports. The administrative team will conduct bi-weekly observations, providing feedback around the identified look-fors (PLC) and teacher's practice as it is in line with REACH.

(Blank)

3.00

15.00

30.00

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

Fairfield will delineate a scope and sequence for a cluster set of literacy standards (K-8) . This will facilitate the selection of common assessments aligned to standards, and these will be administered and analyzed periodically throughout the year to ensure that all students are engaged in learning progressions towards mastery of standards. There will be an aggressive approach to alignment between standards, teacher practice, and assessments.

8.00

11.00

30.00

50.00

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

Fairfield will delineate a scope and sequence for a cluster set of math standards (K-8) . This will facilitate the selection of common assessments aligned to standards, and these will be administered and analyzed periodically throughout the year to ensure that all students are engaged in learning progressions towards mastery of standards. There will be an aggressive approach to alignment between standards, teacher practice, and assessments.

11.00

19.00

30.00

50.00

National School Attainment Percentile - Reading (Grade 2)

Fairfield will delineate a scope and sequence for a cluster set of literacy standards (K-8) . This will facilitate the selection of common assessments aligned to standards, and these will be administered and analyzed periodically throughout the year to ensure that all students are engaged in learning progressions towards mastery of standards. There will be an aggressive approach to alignment between standards, teacher practice, and assessments. In addition to this, there will be a heavy investment of teacher professional development in the primary grades on the assessment of literacy development and research-based interventions (LLI) that can be used to accelerate reading development.

5.00

3.00

35.00

50.00

National School Attainment Percentile - Math (Grade 2)

Fairfield will delineate a scope and sequence for a cluster set of math standards (K-8) . This will facilitate the selection of common assessments aligned to standards, and these will be administered and analyzed periodically throughout the year to ensure that all students are engaged in learning progressions towards mastery of standards.

13.00

6.00

35.00

50.00

% of Students Making Sufficient Annual Progress on ACCESS

Literacy and Math Scope and Sequences will also incorporate ELD Standards. Teachers will receive professional development during the 2016-2017 school year to build a common understanding the ELD standards, the different stages of language acquisition and development, best practices that tap into the 5 domains of literacy, and methods to assess language and literacy development.

34.50

43.30

50.00

60.00

Average Daily Attendance Rate

During the 2015-2016 academic year, Fairfield experienced an increase in the average attendance rate. An aggressive attendance initiative was put in place at the end of January. The initiative was tied to giving frequent recognition and praise to classrooms who attained the goal on a daily basis. To meet the 96% threshold, we will continue with this initiative and raise excitement at the onset of the 2016-2017 school year. In addition to this, there will be heavy oversight on the tracking of students who are consistently tardy or absent both by classroom teachers, the Attendance Coordinator, and the administrative team. The home-school connection will be strengthened by ensuring that classroom teachers are making frequent calls home either to inquire about absences or to praise for students meeting attendance goals.

94.30

94.00

95.00

96.00

My Voice, My School 5 Essentials Survey

During the 2015-2016 academic year, the ILT made headway by addressing the relational trust in the building through the introduction of a social committee. Alongside the administrative team, the ILT will design protocols for peer observations, classroom walkthroughs, and feedback sessions. The goal is for the whole school community to be driven by standards (CCSS, REACH Professional, School Excellence Framework, SEL Standards). The design and implementation of protocols aligned to these standards will enable the Fairfield community in creating a more collaborative, reflective, supportive, effective, and student-centered school community (5Essentials).

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we build the knowledge capacity of leaders and teachers and all students at Fairfield Academy, and if we ensure time, schedules, and resources for core instruction and interventions to implement the Illinois ELA and Mathematics Common Core State Standards

then we will see high-leverage, collaborative actions of leaders and teachers that result in a guaranteed and viable ELA and Mathematics curriculum written, taught and assessed with fidelity; we will see schoolwide targeted reading and math interventions in practice

which will lead to students meeting or exceeding their personalized cognitive /academic and social /emotional learning goals in the core areas on the learning pathway to be ready for college and career as projected for the 2017-2018 SY:

with fidelity,

complete with routines of progress monitoring and effective feedback to students; and we will see job-embedded / practice-oriented professional development true of Fairfield's professional learning organizational culture which is responsive to diverse student interests and readiness;

K 75% of K students performing at or above 'proficiency' on the TRC reading level expectations

1 85% of first grade students performing at or above proficiency on the TRC

2 95% of second grade students performing at or above

'proficiency' on the TRC and 95% of students

meeting/exceeding growth targets on NWEA

MAP – Reading

100% of students in the K-2 cohort, reading by 3rd grade

3 - 8 95% of 3-8 students meeting/exceeding growth targets on NWEA MAP – Reading

3-8 95% of 3-8 students meeting/exceeding growth targets on NWEA MAP – Math

and will also lead to a 5% increase annually in the percentage of students meeting/exceeding on NWEA Reading and Math; 3% reduction of misconducts according to the metrics on Dashboard; and an increase in attendance during the 2016-2017 SY and the 2017-2018 SY.

Tags:

Science, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Instruction, Interventions, Academic gain, Academic, Common core, Balanced literacy, Benchmark progress monitoring, Academic supports, Collaboration, Sel mtss, Academic perfor, Approaches to teaching and learning, Distributed leadership, Inclusion, Acceleration, Relational trust, Social science, Component 1d, Component 3c, Literacy reading, Mathematics,, Cycles of professin, Component 1a, Component 1b, Component 1c, 3b

Area(s) of focus:

1, 2, 4

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Build/Train/Write:
Fairfield Curriculum Team

Part A : Build the Team—Select a cohort of lead teachers K-1; 2-3; 4-5; and 6-8

Part B: Train the Team/Develop Curriculum—3 days scheduled to take place in 2 segments training and writing— agenda includes curriculum mapping, vertical progressions, unit development; text dependent questions worth answering

Part C: Train the Team/Write Common Assessments and PARCC aligned performance tasks—3 days to follow up with additional training and development—ELA standards evidence tables, model content frameworks, and writing common assessments and performance tasks with plausible responses

Principal, Assistant
Principal
ILT
Consultant

Jun 6, 2016 to
Jul 13, 2016

Curriculum Team Members Roster

Completed

PD Training Agenda
Evaluation
Curriculum Map
Unit Development Template
Criteria for Rigor

PD Training Agenda
Evaluation
Units Posted on Fairfield Google Drive where we will house the curriculum

Core Instruction, Assessment, Curriculum, Professional development, Progress monitoring, Ubd, Culturally

relevant programming, Teacher collaboration, Critical thinking, Distributive leadership, Google doc, Cross curricular planning

<p>Academic Learning Time/Structures/Achievement</p> <p>Part A: ELA Schedules K-8 Revise the ELA minutes on the current schedule and increase core instruction time for ELA to support the guaranteed /viable ELA curriculum— K-2: 150 mins; 3-5: 120 mins; 6-8: 90 mins Part B: Smart Start Guide for Balanced Literacy K-2 Develop a guide to phase-in balanced literacy in the primary grades where there is an urgent need for researched based structures ensuring Fairfield's youngest students learn how to read (CCSS Reading Foundational Standards) and learn how to think critically about reading (CCSS ELA Standards). The Fairfield Smart Guide for Balanced Literacy, 2016 will include routines, procedures, behavioral and academic expectations to facilitate the successful implementation of the balanced literacy instructional model K-2.</p>	<p>Principal, Assistant Principal ILT Consultant</p>	<p>Aug 30, 2016 to Aug 30, 2016</p>	<p>ELA Schedule</p> <p>Smart Start Guide for K-2 Fairfield Balanced Literacy 2016 sign-off by Principal, Assistant Principal, and ILT</p>	<p>On-Track</p>
---	--	---	---	-----------------

Literacy/Reading, Core Instruction, Scheduling, Assessments, Balanced literacy, Framework for teaching, Instructional focus, Components 1c, 1d, Expectations for depth and breadth of quality teaching, Schoolwide expectation

<p>Academic Learning Time/Structures/Achievement</p> <p>Part A: Math Schedules K-8 Revise the MATH minutes on the current schedule and increase core instruction time for Math to support the guaranteed /viable MATH curriculum— K-2: 90 mins; 3-5: 90 mins; 6-8: 90 mins</p>	<p>Principal, AP, ILT, Consultant</p>	<p>Aug 12, 2016 to Aug 12, 2016</p>	<p>(Blank)</p>	<p>On-Track</p>
--	---	---	----------------	-----------------

Core Instruction, Scheduling, Common core, Balanced literacy, Scope and sequence, Mathematics, Framework for teaching, Instructional focus, Instructional priorities, Components 1c, Literacy reading, 1d, Expectations for depth and breadth of quality teaching

Assessment Calendar: Create and post for teachers and parents a school-wide assessment calendar that illustrates the UBD rationale and planning process and employs the following assessment tools to measure progress toward the goals outlined in the theory of action.

Grades K-2: TRC/DIBELS/IDEL & mCLASS Math
 Grades 3-8: BAS/EDL (administered to students below the 50 percentile on NWEA reading) & NWEA's (MAP); PK KIDS

Principal, AP, ILT

Jul 29, 2016 to Jul 29, 2016

(Blank)

On-Track

Assessment, Interventions, Common core, Communication, Ubd, Master schedule, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Component 1d, Instructional priorities, Components 1c, Goals

Professional Development Schoolwide Interventions for Literacy Training K-8.

Fountas and Pinnell LLI Lit Training:
 Teacher Leads K-8 will attend Fountas and Pinnell training for the schoolwide literacy intervention—Leveled Literacy Intervention (LLI).

Train-the Trainer Protocol
 Prior to the training, the lead teachers will receive clear expectations for sharing the learning from the training with grade level colleagues—including responsibilities, timeline commitments ongoing roles in the school to assure fidelity (e.g., schedules for daily 30-45 minute intervention lessons; flexible groups; shared data; peer monitoring and support...)

Principal, Assistant Principal, ILT, and Cadre of K-8 Teachers

select

(Blank)

On-Track

Intervention, Common core, Ubd, Lli, Distributive leadership, Instructional priorities, Professional development, Expectations for depth and breadth of quality teaching, Goals, Components 1c, 1d

SY 2016-17 Launch Professional Development: Provide schoolwide training at the opening PD of the 2016-2017 SY for this strategy, the agenda will include:
 communicate the purpose and intended outcomes for fidelity of implementation
 Fairfield Academy Curriculum Assessment Interventions

Principal, C&I Instruction Team, and Consultant

Aug 29, 2016 to Sep 26, 2016

(Blank)

Not started

Core Instruction, Assessment, Intervention, Curriculum, Distributed leadership, Expectations for depth & breadth

**of quality teaching: multi-tiered system of support,
Professional development**

<p>Form an Induction Team: New teachers to Fairfield voluntarily participate for four days at Fairfield Induction Institute, teacher-led team builds capacity for to our guaranteed and reliable curriculum; 5 core instructional practices, and data use. New teachers collaborate with outgoing educators to transition programming. The Induction Team (of lead teachers) provides one-to-one work sessions, share instructional strategies, and help new teachers set up their learning environments and access resources.</p>	Principal, AP, ILT	select	(Blank)	Not started
--	--------------------	--------	---------	-------------

Core Instruction, Assessment, Intervention, Curriculum, Professional development, Distributed leadership, New teachers, Safe practice, Leadership and collective responsibility, Relational trust, Culture and climate, Expectations for depth and breadth of quality teaching

Strategy 2

If we do...

If we put into use— schoolwide— a core set of 5 high leverage, academic culturally and linguistically relevant practices, aligned with the Danielson CPS Framework— domains 3b and 3c, and if we commit to ensuring fidelity of class-by-class implementation with training and support for every teacher to implement these practices in the core instruction content areas;

...then we see...

then we will see multimodal instruction that is student centered— specifically 5 core practices in every Fairfield classroom:

Expectations for Learning:
Standards-based objectives that frame instruction and drive learning and effective feedback

Questions Worth Answering:
85% questions are analytical and teacher sequences questions that draw students into deeper encounters with reading texts and analyzing math tasks rather than sets of random questions of low level DOK

Academic Vocabulary in Action:
Word Links© to guide students when analyzing the author's craft and structure to support student engagement when thinking, speaking, and writing about complex text

Student Response System:
Checking thinking with equitable formative assessment strategies (Thinking Poll; Guided Notes; Quick Draw; Timed Partner Reading)

Interactive Graphic Organizers/Think Tanks:
Flexible small groups, evidence-based graphic organizers vertically aligned with the standards to support oral and written response presentations and we will see this instruction supported by job-embedded / practice-oriented professional development true of a professional learning organization and responsive to diverse student interests and readiness;

...which leads to...

which will lead to students meeting or exceeding their personalized cognitive /academic and social /emotional learning goals in the core areas on the learning pathway to be ready for college and career as projected for the 2017-2018 SY:

K 75% of K students performing at or above proficiency' on the TRC reading level expectations

1 85% of first grade students performing at or above proficiency on the TRC

2 95% of second grade students performing at or above proficiency' on the TRC and 95% of students meeting/exceeding growth targets on NWEA MAP – Reading

100% of students in the K-2 cohort, reading by 3rd grade

3 - 8 95% of 3-8 students meeting/exceeding growth targets on NWEA MAP – Reading

3-8 95% of 3-8 students meeting/exceeding growth targets on NWEA MAP – Math and will also lead to a 5% increase annually in the percentage of students meeting/ exceeding on NWEA Reading and Math; 3% reduction of misconducts according to the metrics on Dashboard ; and an increase in attendance during the 2016-2017 SY and the 2017-2018 SY.

Tags:
Balanced literacy, Best practice

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
<p>"Fairfield 5": Five, High-Impact Core Instruction Develop the rubric for implementation fidelity of the schoolwide 5 core instructional practices Design posters for every classroom of the the Five Core Strategies Include time for overview and practice during opening PD sessions (add to agenda)</p>	<p>Principal, Assistant Principal, ILT, Consultant</p>	<p>Sep 2, 2016 to Sep 2, 2016</p>	<p>Posters Classroom Instructional Walks Student Engagement REACH 3b, 3c improvement</p>	<p>Not started</p>

Core Instruction, Diverse Learners, SEL, Ela, Ccss, Culturally relevant, Approaches to teaching and learning, Acceleration, Rubrics, Learning styles, Academic rigor, Flexible grouping, Esl strategies, Component 3b, Cognitive engagement, Ccss mathematics, Diverse learning strategies

<p>Resource Room Organize the Instructional Materials Resource Room for easy access and systematic check-out</p> <p>Inventory resources to ensure instructional resources are catered to a variety of accessibility levels and professional readings Post protocols for check out</p>	<p>Principal, Assistant Principal ILT Consultant</p>	<p>Sep 2, 2016 to Sep 30, 2016</p>	<p>Resource Room Protocols</p> <p>Balance of Complex Text Sets 50% Literature / 50% Informational</p>	<p>On-Track</p>
---	--	------------------------------------	---	-----------------

Libraries, Aligned resources, Partnerships, Professional text, Complex texts, Leveled books, Resource alignment, Curriculum resources, Culturally relevant resources, Common core ela

<p>Professional Learning Community: Grade Level Articulation Horizontal and Vertical: Create a year-long Grade Level Meeting Schedule for SY2016-2017 utilizing understanding by design methodology and including set times for ongoing horizontal meetings and quarterly sessions for 90 minute vertical articulation meetings</p> <p>Institute a school-wide agenda template to reflect the 3 strategic school priorities and allow for documentation of meeting, planning, work sampling analysis, team decisions and monitoring processes based on these team decisions</p>	<p>Principal, Assistant Principal ILT</p>	<p>Aug 31, 2016 to Aug 31, 2016</p>	<p>School-wide Schedule</p> <p>Strategic CIWP Implementation Agenda Template</p> <p>Protocol for PLC Meetings</p>	<p>On-Track</p>
---	---	-------------------------------------	---	-----------------

Core Instruction, Assessment, Intervention, Curriculum, Professional development, Plc, Distributed leadership, Safe practice, Collective responsibility, Agenda, Common planning time, Powerful practice, Expectations for depth and breadth of quality teaching, Component 4d

SY 2016-17 Launch Professional Development: For Strategy 2 the agenda will include 5 core practices purpose intended outcomes and the impact of their use schoolwide regarding vertical progressions – grade-to-grade transitions— aligned with vertical progressions for ELA and Mathematics and Domains 3B and 3C; and quality time for hands-on practice.

Principal, Assistant Principal, ILT, Consultant

Aug 29, 2016 to Aug 31, 2016

Professional Development Agenda and Evaluation of Professional Development

Not started

Core Instruction, Assessment, Intervention, SEL, Curriculum, Professional development, Distributed leadership, Expectations for depth and breadth of quality teaching, Component 4d, Hands-on professional development

Ongoing Responsive Professional Development | Monthly, Job-Embedded Standards Study: Provide monthly PD to study the standards, analyze study work to calibrate additional supports for instruction to include peer coaching and expert coaching consultation job-embedded / practice-oriented professional development true of a professional learning organization and responsive to diverse student interests and readines

Principal, Assistant Principal, ILT, Coaches

Aug 22, 2016 to Jun 20, 2017

Observation Data
Individualized Teacher Needs
Professional Development
Professional Development Agendas
Professional Development Evaluations

Not started

Core Instruction, Assessment, Intervention, Climate and Culture, Personalized Learning, Curriculum, Professional development, Partnerships, Distributed leadership, Peer coaching, Expectations for depth and breadth of quality teaching, Component 4d

Strategy 3

If we do...

If we put in place the necessary conditions for data use (data quality, data capacity, and data culture) and if we monitor to know which teaching is reaching students served at Fairfield Academy, and we put in place progress monitoring on multiple forms of data (data on both student progress and teacher practice) to better support collaborative teams with the information they need to make the right decisions on behalf of students in a culture of trust and proactive problem-solving at all levels;

...then we see...

public hen we will see dedicated spaces for data displays, and also a dedicated space (Fairfield Data Room) for internal data walls with multiple data points, and we will see teacher teams, ILT, and individual teachers using data reports to determine needed adjustments to be made at least every 6 weeks —Grade level teams and clusters working to align and sequence tiered supports for before, during, afterschool and in the summer— teachers and administrators conducting formal data conferences schoolwide so every Fairfield student is engaged in his/her own learning and goal setting—and we will see data use supported by job-embedded / practice-oriented professional development true of a professional learning organization and responsive to diverse student interests and readiness;

...which leads to...

which will lead to a 5% increase in Reading and Mathematics student growth and attainment as measured by NWEA MAP; a ____% increase in attendance; a 3% yearly increase in discipline data; and will lead to the following results (based on trend data) during the 2017-2018 SY: K 75% of K students performing at or above proficiency' on the TRC reading level expectations

- 1 85% of first grade students performing at or above proficiency on the TRC
- 2 95% of of second grade students performing at or above proficiency' on the TRC and 95% of students meeting/exceeding growth targets on NWEA MAP – Reading





100% of students in the K-2 cohort, reading by 3rd gr

3 - 8 95% of 3-8 students meeting/exceeding

growth targets on NWEA MAP – Reading
 3-8 95% of 3-8 students meeting/exceeding
 growth targets on NWEA MAP – Math

Tags:

Area(s) of focus:
 1, 3, 2, 4, 5

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Individualized Pathways: Develop Criteria for Fairfield Academy Student Profiles to include academic performance and SEL needs, reading levels These profiles will be updated and used for student conferences so every Fairfield student is engaged in their own learning and goal setting and every teacher is responsive to ensuring differentiated correct actions for results	Principal, Assistant Principal ILT All Teachers	Aug 29, 2016 to Jun 20, 2017	Observation Data Individualized Teacher Needs Professional Development Professional Development Agendas Professional Development Evaluations	Not started

Climate and Culture, SEL, Data Use, Personalized Learning, Growth mindset, Distributed leadership, Responsiveness to instruction, Monitoring tools, Expectations for depth and breadth of quality teaching, Learning targets, Multi-tiered systems

Fairfield Data Room/Keeping it Personal: Designate a room in the school as the staff hub for internal data discussion, review, analysis, and planning directly related to student progress – keeping school and student data visible and central to school decision making	Principal, Assistant Principal ILT All Teachers	Aug 1, 2016 to Aug 26, 2016	(Blank)	Not started
--	--	--------------------------------	---------	-------------

Climate and Culture, Data Use, Growth mindset, Distributed leadership, Cycles of continuous improvement, Multi-tiered support systems, Learning targets, Collaborative feedback, Responsiveness to instruction, Expectations for depth and breadth of quality teaching, Data driven culture

SY 2016-17 Launch Professional Development: For Strategy 3 the agenda will include training on— Every Data Point Represents a Fairfield Child:
 Teachers will be trained on how to create a dynamic learning environment to effectively utilize data. The agenda will include:
 Selecting high impact data levers to post by grade bands (i.e. Assessment data for Reading and Math; Progress Monitoring Data using Fairfield Benchmarks, Interventions, and Common Assessment data; Attendance data, and Behavior /Discipline data) posted by grade bands: PK-2 / 3-5 / 6-8
 Understanding the relationship between the Benchmark Assessment System (BAS) K-8 by Fountas and Pinnell and student placement levels in the Leveled Literacy Intervention (LLI) system
 Defining processes and procedures for action plans and grade level teams

Principal, Assistant Principal
 ILT
 Consultant

Aug 29, 2016 to Sep 2, 2016

Professional Development Agenda and Evaluation of Professional Development

Not started

Core Instruction, Climate and Culture, Data Use, Personalized Learning, Interventions, Professional development, Assessments, Growth mindset, Distributed leadership, Cycles of continuous improvement, Multi-tiered support systems, Learning targets, Collaborative feedback, Responsiveness to instruction, Expectations for depth and breadth of quality teaching, Data driven culture

Performance Reviews: Hold bi-quarterly administrative meetings to analyze data study the standards, analyze student work to calibrate additional supports for teachers and student interventions

 Just in Time Safety Nets:
 Determine targeted programs (Before, During, After, Summer) to support cognitive and SEL student learning on the continuum (to both narrow the achievement gap and extend meets and exceeds achievement)

Principal, Assistant Principal,
 ILT

Aug 29, 2016 to Jun 20, 2017

School-wide Schedule
 Strategic CIWP Implementation
 Agenda Template
 Protocol to Analyze Student Work

 Programs for Intervention

Not started

Data Use, Personalized Learning, Interventions, Partnerships, Growth mindset, Peer coaching, Deep dives, Data driven culture, Coaching supports, Time for learning

Ongoing Responsive Professional Development | Data-Based Problem Solving

Based on the data from the performance reviews of the identified multiple data points, we will provide professional development aligned to the MTSS, SEL, academic, instructional coaching...) to teachers in need to address the areas identified based on the outcomes and root cause analysis from the performance reviews.

Principal, Assistant Principal, ILT

Aug 29, 2016 to Jun 20, 2017

Observation Data
Individualized Teacher Needs
Professional Development
Professional Development Agendas
Professional Development Evaluations

Not started

MTSS, Climate and Culture, SEL, Data Use, Personalized Learning, Professional development, Growth mindset, Cycles of continuous improvement, Multi-tiered support systems, Learning targets, Root cause analysis, Expectations for depth and breadth of quality teaching, Data driven culture

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Build/Train/Write: Fairfield Curriculum Team Part A : Build the Team—Select a cohort of lead teachers K-1; 2-3; 4-5; and 6-8 Part B: Train the Team/Develop Curriculum—3 days scheduled to take place in 2 segments training and writing— agenda includes curriculum mapping, vertical progressions, unit development; text dependent questions worth answering Part C: Train the Team/Write Common Assessments and PARCC aligned performance tasks—3 days to follow up with additional training and development—ELA standards evidence tables, model content frameworks, and writing common assessments and performance tasks with plausible responses Tags: Science, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Instruction, Interventions, Academic gain, Academic, Common core, Balanced literacy, Benchmark progress monitoring, Academic supports, Collaboration, Sel mtss, Academic perfor, Approaches to teaching and learning, Distributed leadership, Inclusion, Acceleration, Relational trust, Social science, Component 1d, Component 3c, Literacy reading, Mathematics,, Cycles of professin, Component 1a, Component 1b, Component 1c, 3b, Core Instruction, Assessment, Curriculum, Professional development, Progress monitoring, Ubd, Culturally relevant programming, Teacher collaboration, Critical thinking, Distributive leadership, Google doc, Cross curricular planning</p>	Principal, Assistant Principal ILT Consultant	Jun 6, 2016	Jul 13, 2016	Completed
<p>✚ Academic Learning Time/Structures/Achievement Part A: ELA Schedules K-8 Revise the ELA minutes on the current schedule and increase core instruction time for ELA to support the guaranteed /viable ELA curriculum— K-2: 150 mins; 3-5: 120 mins; 6-8: 90 mins Part B: Smart Start Guide for Balanced Literacy K-2 Develop a guide to phase-in balanced literacy in the primary grades where there is an urgent need for researched based structures ensuring Fairfield’s youngest students learn how to read (CCSS Reading Foundational Standards) and learn how to think critically about reading (CCSS ELA Standards). The Fairfield Smart Guide for Balanced Literacy, 2016 will include routines, procedures, behavioral and academic expectations to facilitate the successful implementation of the balanced literacy instructional model K-2. Tags: Science, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Instruction, Interventions, Academic gain, Academic, Common core, Balanced literacy, Benchmark progress monitoring, Academic supports, Collaboration, Sel mtss, Academic perfor, Approaches to teaching and learning, Distributed leadership, Inclusion, Acceleration, Relational trust, Social science, Component 1d, Component 3c, Literacy reading, Mathematics,, Cycles of professin, Component 1a, Component 1b, Component 1c, 3b, Literacy/Reading, Core Instruction, Scheduling, Assessments, Balanced literacy, Framework for teaching, Instructional focus, Components 1c, 1d, Expectations for depth and breadth of quality teaching, Schoolwide expectation</p>	Principal, Assistant Principal ILT Consultant	Aug 30, 2016	Aug 30, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Academic Learning Time/Structures/Achievement Part A: Math Schedules K-8 Revise the MATH minutes on the current schedule and increase core instruction time for Math to support the guaranteed /viable MATH curriculum— K-2: 90 mins; 3-5: 90 mins; 6-8: 90 mins</p> <p>Tags: Science, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Instruction, Interventions, Academic gain, Academic, Common core, Balanced literacy, Benchmark progress monitoring, Academic supports, Collaboration, Sel mtss, Academic perfor, Approaches to teaching and learning, Distributed leadership, Inclusion, Acceleration, Relational trust, Social science, Component 1d, Component 3c, Literacy reading, Mathematics,, Cycles of professin, Component 1a, Component 1b, Component 1c, 3b, Core Instruction, Scheduling, Common core, Balanced literacy, Scope and sequence, Mathematics, Framework for teaching, Instructional focus, Instructional priorities, Components 1c, Literacy reading, 1d, Expectations for depth and breadth of quality teaching</p>	Principal, AP, ILT, Consultant	Aug 12, 2016	Aug 12, 2016	On-Track
<p>✦ Assessment Calendar: Create and post for teachers and parents a school-wide assessment calendar that illustrates the UBD rationale and planning process and employs the following assessment tools to measure progress toward the goals outlined in the theory of action. Grades K-2: TRC/DIBELS/IDEL & mCLASS Math Grades 3-8: BAS/EDL (administered to students below the 50 percentile on NWEA reading) & NWEA's (MAP); PK KIDS</p> <p>Tags: Science, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Instruction, Interventions, Academic gain, Academic, Common core, Balanced literacy, Benchmark progress monitoring, Academic supports, Collaboration, Sel mtss, Academic perfor, Approaches to teaching and learning, Distributed leadership, Inclusion, Acceleration, Relational trust, Social science, Component 1d, Component 3c, Literacy reading, Mathematics,, Cycles of professin, Component 1a, Component 1b, Component 1c, 3b, Assessment, Interventions, Common core, Communication, Ubd, Master schedule, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Component 1d, Instructional priorities, Components 1c, Goals</p>	Principal, AP, ILT	Jul 29, 2016	Jul 29, 2016	On-Track
<p>✦ Professional Development Schoolwide Interventions for Literacy Training K-8. Fountas and Pinnell LLI Lit Training: Teacher Leads K-8 will attend Fountas and Pinnell training for the schoolwide literacy intervention— Leveled Literacy Intervention (LLI). Train-the Trainer Protocol Prior to the training, the lead teachers will receive clear expectations for sharing the learning from the training with grade level colleagues—including responsibilities, timeline commitments ongoing roles in the school to assure fidelity (e.g., schedules for daily 30-45 minute intervention lessons; flexible groups; shared data; peer monitoring and support...)</p> <p>Tags: Science, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Instruction, Interventions, Academic gain, Academic, Common core, Balanced literacy, Benchmark progress monitoring, Academic supports, Collaboration, Sel mtss, Academic perfor, Approaches to teaching and learning, Distributed leadership, Inclusion, Acceleration, Relational trust, Social science, Component 1d, Component 3c, Literacy reading, Mathematics,, Cycles of professin, Component 1a, Component 1b, Component 1c, 3b, Intervention, Common core, Ubd, Lli, Distributive leadership, Instructional priorities, Professional development, Expectations for depth and breadth of quality teaching, Goals, Components 1c, 1d</p>	Principal, Assistant Principal, ILT, and Cadre of K-8 Teachers			On-Track
<p>✦ SY 2016-17 Launch Professional Development: Provide schoolwide training at the opening PD of the 2016-2017 SY for this strategy, the agenda will include: communicate the purpose and intended outcomes for fidelity of implementation Fairfield Academy Curriculum Assessment Interventions</p> <p>Tags: Science, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Instruction, Interventions, Academic gain, Academic, Common core, Balanced literacy, Benchmark progress monitoring, Academic supports, Collaboration, Sel mtss, Academic perfor, Approaches to teaching and learning, Distributed leadership, Inclusion, Acceleration, Relational trust, Social science, Component 1d, Component 3c, Literacy reading, Mathematics,, Cycles of professin, Component 1a, Component 1b, Component 1c, 3b, Core Instruction, Assessment, Intervention, Curriculum, Distributed leadership, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Professional development</p>	Principal, C&I Instruction Team, and Consultant	Aug 29, 2016	Sep 26, 2016	Not started
<p>✦ Form an Induction Team: New teachers to Fairfield voluntarily participate for four days at Fairfield Induction Institute, teacher-led team builds capacity for to our guaranteed and reliable curriculum; 5 core instructional practices, and data use. New teachers collaborate with outgoing educators to transition programming. The Induction Team (of lead teachers) provides one-to-one work sessions, share instructional strategies, and help new teachers set up their learning environments and access resources.</p> <p>Tags: Science, Core Instruction, Diverse Learners, English Learners, Assessment, Curriculum Design, Instructional Coaching, Instruction, Interventions, Academic gain, Academic, Common core, Balanced literacy, Benchmark progress monitoring, Academic supports, Collaboration, Sel mtss, Academic perfor, Approaches to teaching and learning, Distributed leadership, Inclusion, Acceleration, Relational trust, Social science, Component 1d, Component 3c, Literacy reading, Mathematics,, Cycles of professin, Component 1a, Component 1b, Component 1c, 3b, Core Instruction, Assessment, Intervention, Curriculum, Professional development, Distributed leadership, New teachers, Safe practice, Leadership and collective responsibility, Relational trust, Culture and climate, Expectations for depth and breadth of quality teaching</p>	Principal, AP, ILT			Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ "Fairfield 5": Five, High-Impact Core Instruction Develop the rubric for implementation fidelity of the schoolwide 5 core instructional practices Design posters for every classroom of the the Five Core Strategies Include time for overview and practice during opening PD sessions (add to agenda)</p> <p>Tags: Balanced literacy, Best practice, Core Instruction, Diverse Learners, SEL, Ela, Ccss, Culturally relevant, Approaches to teaching and learning, Acceleration, Rubrics, Learning styles, Academic rigor, Flexible grouping, Esl strategies, Component 3b, Cognitive engagement, Ccss mathematics, Diverse learning strategies</p>	Principal, Assistant Principal, ILT, Consultant	Sep 2, 2016	Sep 2, 2016	Not started
<p>✦ Resource Room Organize the Instructional Materials Resource Room for easy access and systematic check-out Inventory resources to ensure instructional resources are catered to a variety of accessibility levels and professional readings Post protocols for check out</p> <p>Tags: Balanced literacy, Best practice, Libraries, Aligned resources, Partnerships, Professional text, Complex texts, Leveled books, Resource alignment, Curriculum resources, Culturally relevant resources, Common core ela</p>	Principal, Assistant Principal ILT Consultant	Sep 2, 2016	Sep 30, 2016	On-Track
<p>✦ Professional Learning Community: Grade Level Articulation Horizontal and Vertical: Create a year-long Grade Level Meeting Schedule for SY2016-2017 utilizing understanding by design methodology and including set times for ongoing horizontal meetings and quarterly sessions for 90 minute vertical articulation meetings Institute a school-wide agenda template to reflect the 3 strategic school priorities and allow for documentation of meeting, planning, work sampling analysis, team decisions and monitoring processes based on these team decisions</p> <p>Tags: Balanced literacy, Best practice, Core Instruction, Assessment, Intervention, Curriculum, Professional development, Plc, Distributed leadership, Safe practice, Collective responsibility, Agenda, Common planning time, Powerful practice, Expectations for depth and breadth of quality teaching, Component 4d</p>	Principal, Assistant Principal ILT	Aug 31, 2016	Aug 31, 2016	On-Track
<p>✦ SY 2016-17 Launch Professional Development: For Strategy 2 the agenda will include 5 core practices purpose intended outcomes and the impact of their use schoolwide regarding vertical progressions – grade-to-grade transitions— aligned with vertical progressions for ELA and Mathematics and Domains 3B and 3C; and quality time for hands-on practice.</p> <p>Tags: Balanced literacy, Best practice, Core Instruction, Assessment, Intervention, SEL, Curriculum, Professional development, Distributed leadership, Expectations for depth and breadth of quality teaching, Component 4d, Hands-on professional development</p>	Principal, Assistant Principal, ILT, Consultant	Aug 29, 2016	Aug 31, 2016	Not started
<p>✦ Ongoing Responsive Professional Development Monthly, Job-Embedded Standards Study: Provide monthly PD to study the standards, analyze study work to calibrate additional supports for instruction to include peer coaching and expert coaching consultation job-embedded / practice-oriented professional development true of a professional learning organization and responsive to diverse student interests and readines</p> <p>Tags: Balanced literacy, Best practice, Core Instruction, Assessment, Intervention, Climate and Culture, Personalized Learning, Curriculum, Professional development, Partnerships, Distributed leadership, Peer coaching, Expectations for depth and breadth of quality teaching, Component 4d</p>	Principal, Assistant Principal ILT Coaches	Aug 22, 2016	Jun 20, 2017	Not started
<p>✦ Individualized Pathways: Develop Criteria for Fairfield Academy Student Profiles to include academic performance and SEL needs, reading levels These profiles will be updated and used for student conferences so every Fairfield student is engaged in their own learning and goal setting and every teacher is responsive to ensuring differentiated correct actions for results</p> <p>Tags: Climate and Culture, SEL, Data Use, Personalized Learning, Growth mindset, Distributed leadership, Responsiveness to instruction, Monitoring tools, Expectations for depth and breadth of quality teaching, Learning targets, Multi-tiered systems</p>	Principal, Assistant Principal ILT All Teachers	Aug 29, 2016	Jun 20, 2017	Not started
<p>✦ Fairfield Data Room/Keeping it Personal: Designate a room in the school as the staff hub for internal data discussion, review, analysis, and planning directly related to student progress – keeping school and student data visible and central to school decision making</p> <p>Tags: Climate and Culture, Data Use, Growth mindset, Distributed leadership, Cycles of continuous improvement, Multi-tiered support systems, Learning targets, Collaborative feedback, Responsiveness to instruction, Expectations for depth and breadth of quality teaching, Data driven culture</p>	Principal, Assistant Principal ILT All Teachers	Aug 1, 2016	Aug 26, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ SY 2016-17 Launch Professional Development: For Strategy 3 the agenda will include training on—Every Data Point Represents a Fairfield Child: Teachers will be trained on how to create a dynamic learning environment to effectively utilize data. The agenda will include: Selecting high impact data levers to post by grade bands (i.e. Assessment data for Reading and Math; Progress Monitoring Data using Fairfield Benchmarks, Interventions, and Common Assessment data; Attendance data, and Behavior /Discipline data) posted by grade bands: PK-2 / 3-5 / 6-8 Understanding the relationship between the Benchmark Assessment System (BAS) K-8 by Fountas and Pinnell and student placement levels in the Leveled Literacy Intervention (LLI) system Defining processes and procedures for action plans and grade level teams</p> <p>Tags: Core Instruction, Climate and Culture, Data Use, Personalized Learning, Interventions, Professional development, Assessments, Growth mindset, Distributed leadership, Cycles of continuous improvement, Multi-tiered support systems, Learning targets, Collaborative feedback, Responsiveness to instruction, Expectations for depth and breadth of quality teaching, Data driven culture</p>	Principal, Assistant Principal ILT Consultant	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Performance Reviews: Hold bi-quarterly administrative meetings to analyze data study the standards, analyze student work to calibrate additional supports for teachers and student interventions Just in Time Safety Nets: Determine targeted programs (Before, During, After, Summer) to support cognitive and SEL student learning on the continuum (to both narrow the achievement gap and extend meets and exceeds achievement)</p> <p>Tags: Data Use, Personalized Learning, Interventions, Partnerships, Growth mindset, Peer coaching, Deep dives, Data driven culture, Coaching supports, Time for learning</p>	Principal, Assistant Principal, ILT	Aug 29, 2016	Jun 20, 2017	Not started
<p>✦ Ongoing Responsive Professional Development Data-Based Problem Solving Based on the data from the performance reviews of the identified multiple data points, we will provide professional development aligned to the MTSS, SEL, academic, instructional coaching...) to teachers in need to address the areas identified based on the outcomes and root cause analysis from the performance reviews.</p> <p>Tags: MTSS, Climate and Culture, SEL, Data Use, Personalized Learning, Professional development, Growth mindset, Cycles of continuous improvement, Multi-tiered support systems, Learning targets, Root cause analysis, Expectations for depth and breadth of quality teaching, Data driven culture</p>	Principal, Assistant Principal, ILT	Aug 29, 2016	Jun 20, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The NCLB Title I school parental involvement plan and policy will be reviewed and revised through the PAC.

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

Title I Annual Meeting and Title I PAC Organizational meeting was held on Tuesday, October 4th, 2016. Written communication was sent home with students during the week of 26th and robocalls were conducted the day before the meeting took place, explaining the meetings purpose and encouraging their attendance and participation in the Title I Annual Meeting and Title 1 PAC Organizational meeting. Parents will be encouraged to come to meetings and programs through written communication, use of the school marquee, posted agendas and robocalls.

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.

A written description of the Title I program was sent home with every student in both English and Spanish. The written description will include an explanation of the curriculum, the assessment tools used to measure student progress and the proficiency levels that students are expected to meet. Teachers will engage parents during the annual open house in which they will speak to the parents of their students about the curriculum, assessments and proficiency expectations. These three topics will also be covered during the Annual Title I Meeting.

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.

A member of the administrative team will always be present at School Parent Advisory Council meetings to hear any parent concerns and suggestions in decisions about the education of their children. Suggestions will be recorded by administrators at the meeting address their suggestions and further discuss what was discussed with the appropriate school team (Culture/Climate, Instructional Leadership, MTSS, etc.) to formulate action plans to execute parental suggestions.

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.

A protocol will be implemented by teachers to review student performance on State assessment in math, language arts and reading. During the first month of the 2016-17 school year parents will be invited to attend a data night in which they will be provided with an explanation of the State Assessment report for their child with the goal of educating parents on how to interpret future State assessment that is sent home.

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.

Written notification will be sent home with students 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.

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.

Parents will have the opportunity to attend a data night during the second month of school in which they will have the opportunity to learn and understand the 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. Information will also be sent home providing parents with resources on where to access information on 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.

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.

Parent workshops will be held month to 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.

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.

Administration will create learning opportunities for staff that stresses the importance of parental involvement in students education and provide strategies to improve and increase interactions between parents and staff to better serve the students.

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.

Fairfield implements a half-day Pre-School program. Parents will meet with the Pre-School teacher at the beginning and middle of the school year to discuss curriculum and the importance of attendance. Parents will be provided with information on what they can do with their child at home to encourage and prepare their students for 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.

Agendas for parent meetings and programs will be posted, in English and Spanish, at all entrances and exits of the school a minimum of 48 hours prior to the meeting or program. Robocalls will also be sent to parents, in English and Spanish, informing them of meeting and program.

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.)

The mission of Fairfield Academy is for all staff members to work collaboratively and with parent support to ensure all students make gains and succeed. Teachers will work on creating vertical and horizontal curriculum alignment fo all core subjects based on the Common Core State Standards, analyze and utilize data to drive instruction, focus on small group re-teaching, scaffolding, and provide appropriate interventions to to ensure that all students master state standards at every grade level.

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.

Open House - September 2016
Report Card Pick-up/Parent Teacher Conferences - November 9, 2016
Report Card Pick-up/Parent Teacher Conferences - April 19, 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 be encouraged and provided multiple opportunities to sign-up for the Parent-Portal website in which they can access their students grades on-line at any time. Five week progress reports will be sent out between report-cards.

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

Parents will be encouraged to speak with staff members when they have a concern about their student or just want to monitor their progress. If a parent comes into the school or calls the office to speak to a teacher during instructional time the office staff will gather the parents name, contact information and question or concern and place that information in the teachers mailbox. Teachers are expected to check their mailbox daily and will contact the parent within 48 hours. If the teacher is on a prep, an attempt will be made to have the teacher meet with the parent immediately. If the teacher is unable to meet during their prep, the parents contact information will be obtained and the staff member will contact the parent to address their concern over the phone or schedule a day and time that the parent can meet with the staff member.

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

Parents will be encouraged to volunteer in their children's classes during field trips, lunches and extracurricular activities. Parents who would like to volunteer in the classroom will complete a Parent Volunteer Packet and complete the necessary steps required. Parents who would like to visit classes during instruction will speak with an administrator prior to going to a classroom.

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

Parents are a critical partner in ensuring their children are in school everyday. Parents are expected to attend parent conferences and meeting to discuss their child's academic and social emotional growth.

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 participate in decision making through the Local School Council, Parent Advisory Council and Bilingual Parent Advisory Counsel.

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

Students are expected to be present everyday, make a positive contribution inside and out of the classroom.

Parent Budget

Complete

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

- The overarching goals will be to increase student achievement by:
1. Building knowledge capacity of all adults through workshops centered on oral language development and literacy.
 2. Sharing the school's mission and vision and how this aligns to the 5 Core Practices that Fairfield is instituting during the 2016-2017 school year.
 3. Establishing a partnership between teachers and parents through the delivery of workshops centered around our school-wide goals.

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.	\$ 2886 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1112 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS	\$ 450 .00

Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

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
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00
