



John F Eberhart Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|------------|---|---|
| 10/11/2017 | Gunn, Foreman, Gomez, Linehan, Chartier, Jascot, Rodriguez, McKee | Curriculum Concerns: Textbook Acquisition for middle school content and CIWP review |
| 11/08/2017 | Gunn, Foreman, Gomez, Linehan, Dalton, Chartier, Jascot, Rodriguez, McKee | Data collection for middle school textbooks, review of Strategies 3-7 for 2016-2018 CIWP |
| 12/13/2017 | Gunn, Foreman, Linehan, Dalton, Chartier, Jascot, Rodriguez, McKee | School Excellence Framework introduction, Update on textbook data collection, Continue CIWP review/update |
| 02/28/2018 | Gunn, Foreman, Ramirez, Linehan, Dalton, Chartier, Jascot, Rodriguez | School Excellence Framework working document |
| 03/14/2018 | Linehan, Dalton, Chartier, Rodriguez, McKee, Thomas, Salgado | Share information from Network CIWP Training, SEF work |
| 03/22/2018 | Gunn, Foreman, Ramirez, J. Sanchez, Jascot, Linehan, Rodriguez, Chartier, McKee, Dalton | Complete the SEF evidence and ratings |
| 04/20/2018 | Gunn, Foreman, Ramirez, Linehan, Rodriguez, Dalton, McKee, Thomas | Review Goals, Strategies and Action Steps from Google working document |
| 04/24/2018 | Gunn, Ramirez, Jascot, Chartier, Linehan, Foreman, Salgado, Thomas | Finalize Strategies and Action Steps |

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.

Our school has maintained a "Well Organized" rating for a third consecutive year according to the SQRP. The teacher leader at run grade level team meetings bi-weekly. The Math Committee PD presented from Network Summits on professional development days. Teachers have implemented DDI Cycles for 3rd - 8th grades.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

ILT meets on a bi-weekly to review MTSS data. MTSS tool is used for collaborative identification of struggling Tier 2 and 3 level students
 The DDI Cycle template was created through ILT collaboration to encompass all grade level input. Bite size PD reflects the purpose of ILT focus. According to the ""My Voice My School"" survey, The School Leadership Team Sets High Standards For Teaching And Student Learning. "

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 |
| MTSS Framework | Shared Leadership, Evaluation of MTSS |
| 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 |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources |

Professional Learning:

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

Score

1 2 3 4

Monthly bite size PD is conducted during principal directed team meetings. Grade level teams work together to complete tasks and review data. Network Summit Math initiatives and strategies are taught during whole school PD days. K-2 LLI professional development provided for both general education and K-8th diverse learners. Various committee collaboration continued throughout the year (Climate Team, ILT, PLC, BHT, BAC, PAC.) PLC provided for teacher led professional development. According to the "My Voice My School" survey, Professional Development Is Rigorous And Focused On Student Learning.

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 |
| MTSS Framework | Shared Leadership, Curriculum & Instruction |
| 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"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules |

Aligned Resources:

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

Score

1 2 **3** 4

Every grade has a set schedule for specific content instruction to ensure fluidity throughout the grade level. Monthly bite size PD for consistent math block creation. Bilingual department supports for our school families and surrounding community with the BAC and PAC groups to provide guest speaker to talk about current issues. Parents of our school attend outside meetings such as Chicago Multilingual Parent Council to discuss issues related to their lives. The Diverse Learner department provides supportive workshops for parents of Diverse Learners. A parent mentor program is established at the school and parent mentors and volunteers regularly participate in activities. In response to student academic needs in math and literacy, a Reading Specialist and Math Specialist were provided to support teachers in creating effective instruction. LLI and BAS Fontas and Pinnell complete reading intervention materials was purchased for K-2 and diverse learners as a high quality researched based intervention for the diverse learner department.

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 | <ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials |
| Five Essentials | Effective Leaders, Collaborative Teachers |
| MTSS Framework | Shared Leadership, Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math |

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 **3** 4

What students should know and be able to do is based on the Common Core State Standards. Teachers introduce learning targets to students as the "Lesson Purpose", explaining what, why and how of the lesson. We introduced the Standards for Mathematical Practices school-wide, across all disciplines as standard learning practices or behaviors that all learners should be engaged in. These learning practices are explicitly stated by teachers and students during the lesson. Our school is now working to use the TRU Dimensions of Powerful Classrooms to boost academic rigor and student ownership. Two dimensions #2-Cognitive Demand and #4 Agency, Authority and Identity have been addressed with PD thus far. It is evident through Learning Walks and classroom observations that academic rigor and student ownership requires continued focus. There has been a school-wide focus on collaborative conversations and student discourse to engage students in academic and social interactions in the classroom. Daily SEL instruction through the In Focus curriculum supports the students in meeting the SEL standards and improve relationships among students. Curriculum review occurs regularly as part of the unit plan revision process. Teachers and administrators discuss the need to revise or adjust the curriculum as part of this review and reflection.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.

- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments |
| Measures | <ul style="list-style-type: none"> ✓ SGRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | <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 |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| | <ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum |

Instructional Materials:

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

Score

1 2 3 4

We utilize the GoMath series for K-8th grade. The series provides CCSS lessons that are embedded with multi-level differentiated materials - including standard text books, supplementals, enrichment, reteaching, PARCC standardized practice manuals, intervention manual for MTSS, and online resources for teachers. In addition, the instructional materials include access to Think Central online resources that provide videos, tutorials, and a personal math trainer. Materials online are also available to mirror all paper-based materials provided. The school is currently 1:1 with technology. Teachers are able to implement online and differentiated resources for their students and present material in various ways. Many teachers utilize Google Classroom to assign materials and a format for student collaboration. Teachers utilize Stride Academy and Khan Academy to provide differentiated, individualized support in Math and Reading. Our school has made a significant investment in Leveled Books to support differentiated literacy instruction through Guided Reading. These materials are evenly divided between literature and informational text (science and social studies content). This includes interventions like the Leveled Literacy Intervention (LLI) kits for Diverse Learners and struggling readers in grades K-8. Eberhart Teachers supplement existing instructional materials with resources from local museums (Peggy Notebaert Nature Museum, Museum of Science and Industry, Field Museum of Natural History), online resources from the CPS Knowledge Center, and many others. Unfortunately, some of the instructional materials in Science and Social Studies are not aligned with new learning standards.

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

Teachers engage in collaborative unit planning that have summative unit tests and performance tasks that assess the CCSS taught during that particular unit. Data from learning walks reveal that not all tasks assigned to students provide the level of rigor needed to prepare them for college and career. As a school, we began to use TRU Dimensions #2 (Cognitive Demand) and #4 (Agency, Identity & Authority) to help teachers locate and create more complex tasks in alignment with the standards. This work must continue.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

1 2 **3** 4

The school counselor teaches a High School Prep class for all 8th grade students. School Counselor assist students in creating goals for post elementary school, the highschool application process and encourages students to research different highschools before applying.
 High School presentations and visits are planned throughout the school year to give students more insight and prepare students for the expectations of highschool
 There is a 7th grade Pre-Algebra and 8th grade Algebra class taught at Eberhart to prepare students for the high school curriculum.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS,

and college).

- Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships awarded ✓ Affidavits, plans, or timelines related to successful transitions structures ✓ To & Through data |
| Measures | <ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Supportive Environment |
| MISSE Framework | <ul style="list-style-type: none"> Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 2b. Establishing a Culture for Learning |
| CPS Performance Standards for | <ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| <ul style="list-style-type: none"> ✓ Everything College ✓ CPS Authority Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard | <ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006) |
| CPS SCHOOL EXCELLENCE FRAMEWORK 17 | |

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

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The ILT and the Math Committee plan professional development for the staff around School-wide Academic Foci and the Math Implementation Plan. An emphasis has been placed on Mathematical Practices, Student Discourse and Collaboration, TRU Dimension #2 Cognitive Demand and #4: Agency, Authority and Identity. Teachers conduct peer observations with the intent of providing quality feedback on School-wide Academic Focus. Administrators observe classrooms regularly to conduct Informal and Formal Reach Observations along with pop-in visits. These visits allow staff members and administrators an opportunity to evaluate the effectiveness and implementation of strategies addressed in school level and network level professional development. As well as provide support for teachers as they implement new teaching techniques.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and

Score

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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.

The teachers across all grade levels use Gradebook to keep grades current. Consistent use of CPS Grading Policy which is communicated to parents through parent portal. At report card pick-up parents are encouraged to sign up in the computer lab for access to Parent Portal. As of now % of parents are regularly using this system. The NWEA data is used to plan Reading and Math instruction, small group instruction, MTSS tiers and progress monitoring. Teachers create and utilize unit plans quarterly and lesson plans weekly to assess student understanding through formal and summative assessments. BAS assessments (Fountas and Pinnell) are used in grades K-2 and with all DL students to determine reading levels and place them into small groups based on reading instructional level.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | ✓ Examples of a variety of teacher created and teacher selected assessments |
| | ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan |
| | ✓ Evidence of assessment data analysis for the purpose of planning |
| | ✓ Assessment calendar |
| | ✓ Examples of gradebooks |
| | ✓ School's grading policy |
| Measures | ✓ SGRP Attainment and Growth |
| | Five Essentials |
| CPS Framework for Teaching | Ambitious Instruction |
| | MTSS Framework: Curriculum & Instruction |
| | 1c. Selecting Learning Objectives |
| | 1e. Designing Student Assessment |
| | 3d. Using Assessment in Instruction |
| CPS Performance Standards for School Leaders | 4a. Reflecting on Teaching & Learning |
| | 4b. Maintaining Accurate Records |
| Now What? Materials to Support Improvement Planning | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |
| | ✓ CPS Balanced Assessment Framework & Assessment Models |
| | ✓ Assessment Design Toolkit |
| | ✓ Teacher Made Assessment Basics |
| | ✓ Grading principals and guidelines |
| ✓ Great Schools Partnership –Grading + Reporting | |

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students;

Score

1 2 3 4

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.

The school has developed the newly created Behavioral Health Team (BHT) that addresses the need for supporting students with Tier 2 and Tier 3 interventions using conflict resolution forms, Peace circles, Check-in/Check-out and, restorative justice as interventions. A tool will be developed by the BHT to determine the effectiveness of the Check-in/Check out using data collected. This year academic interventions being used by our Tier 1 students in all grade levels are the online programs Stride Academy and Khan Academy. Teachers record Tier 2 and Tier 3 academic and behavioral interventions in the MTSS Tool in Gradebook where they are monitored by teachers and the ILT team. The ILT team meets to review and discuss students on track data. Once a student is identified a plan is developed to meet with students to share what steps they can take to improve their grades, attendance or behavior. The ILT Team also reviews Escalation Requests from teachers' which includes Progress Monitoring Data to determine if students need Tier 2 or Tier 3 interventions. Once data is collected over 10 weeks it is determined if a student will need a tier adjustment or a referral for specialized services. A school wide implementation focused on increasing student attendance through classroom incentives, bulletin board display, as well as perfect attendance and awesome attendance posters with student names displayed are on each grade level floor. Attendance incentives started this year are the game room and dress down day for 97-100% attendance rates. On track/off track data are utilized to support academic or attendance issues. Attendance incentives (Game Room and Dress Down Day) are continuously being utilized for 95%-100% attendance rates.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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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.

Per the CPS School Climate Self Assessment, Eberhart's Climate team rated excellent in this area. The Climate Team created two surveys, one for teachers and another for students, to provide feedback in this area. The My Voice My School survey shows a very strong rating (page 1) in ambitious instruction, and a strong rating in supportive environment with a 66 rating in teacher - principal trust.

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 |
| MTSS Framework Curriculum & Instruction | |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |
| Now What? Materials to Support Improvement Planning | |
| <ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors | |

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

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Per the CPS School Climate Self Assessment, Eberhart's Climate team rated excellent in this area. Relationships among leadership and staff, between staff and staff, and staff and students is excellent, and relationships with families is exemplary. On the My Voice My School survey, students report feeling a strong sense of support (62) characterized by feeling safe at school, teachers are trustworthy, and students feel valued. All areas of trust were rated neutral to strong. Teachers report a neutral (45) level of trust among teachers. Moving forward, how can we address the sentence "Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class." to allow us to collect reliable data? This seems subjective and we don't have data to show levels of sensitivity. Can it be reworded to match the language of the SQRP? Look at p 49 of 5 essentials.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

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 opportunities for students to be involved in school. Student Council sponsored events such as Brain Games academic bowl, Talent Show, middle school dances, food drives; Beta Club; various after school programs including bilingual support (OLCE EL After School tutoring), sports clubs (soccer, volleyball, running club) and arts clubs (folkloric dance, latin dance, visual arts); and homeroom teachers encourage students to participate in activities that will improve the classroom and the community. Moving forward, how can we include data for this component?

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> • MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| MTSS Framework | Curriculum & Instruction, Family & Community Engagement |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | D3. Utilize Feedback from Multiple Stakeholders for School Improvement |
| Content Standards | Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards |

Safety & Order:

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

Score

1 2 **3** 4

Per the CPS School Climate Self Assessment, Eberhart's Climate team rated excellent in this area. Clear rules are posted in the hallways, bathrooms, and other common areas of the school. On the My Voice My School survey, students report feeling a strong sense of support characterized by feeling safe at school, teachers are trustworthy, and students feel valued. My Voice My School survey results show students feel a neutral opinion towards safety,

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to

Score

1 **2** 3 4

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.

School staff use the CPS Code of Conduct to guide decisions on discipline. Restorative practices are used when possible. School wide SEL instruction allows students to build their social skills.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score

1 2 3 4

Per the CPS School Climate Self Assessment, Eberhart's Climate team rated exemplary in this area. Eberhart has established relationships with SWOP, a BAC, a PAC which allow parents to get involved and informed about best practices. Community partners include work with a child psychologist, Peace Ambassadors, and Mt. Sinai Systems of Care.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ 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 | <ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust |
| Five Essentials | Involved Families |
| MTSS Framework | Family & Community Engagement |
| CPS Framework for Teaching | 2c. Managing Classroom Procedures 4c. Communicating with Families |
| CPS Performance Standards for School Leaders | D1. Engage Families |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| ✓ | Parent Support Centers |
| ✓ | Parent University |
| ✓ | Parent Portal |

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|-------|---|---------------|
| 2 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 2 3 4 5 ☐ |
| 2 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 2 3 4 5 ☐ |
| 2 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 2 3 4 5 ☐ |

| | | | | | | | |
|---|--|---|---|---|---|---|---|
| 3 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for depth & breadth of Quality Teaching: Instruction | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for depth & breadth of Student Learning: Curriculum | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for Quality & Character of School Life: Culture for Learning | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 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 | ⊘ |
| 4 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 4 | Expectations for Quality & Character of School Life: Parent and Family Partnership | 1 | 2 | 3 | 4 | 5 | ⊘ |

Goals

Required metrics (Elementary)

18 of 18 complete

| | 2016-2017 Actual | 2017-2018 Actual | 2017-2018 SQRP Goal | 2018-2019 SQRP Goal | 2019-2020 SQRP Goal |
|---|---------------------|---------------------|---------------------------|---------------------------|---------------------------|
| National School Growth Percentile - Reading | | | | | |
| These gains (including our goal last year) would put the school back on track toward our 2016-2017 growth. It would also give the school 4 points on the SQRP. DDI Literacy Actions Plans include differentiation and intervention to boost student growth. | 89.00 | 56.00 | 70.00 | 70.00 | 80.00 |
| National School Growth Percentile - Math | | | | | |
| This 20 point gain over two years is reasonable based on cycles of continuous improvement we have undertaken in mathematics instruction. DDI Math Actions Plans include differentiation and intervention to boost student growth. | 37.00 | 53.00 | 57.00 | 63.00 | 73.00 |
| % of Students Meeting/Exceeding National Ave Growth Norms | | | | | |
| The percentage of students meeting/exceeding national growth norms has stagnated. A new data analysis protocol (DDI Deep Dive) focuses more strategically on students' needs. This will enable more effective differentiation, intervention & acceleration. | 57.80 | 54.60 | 70.00 | 64.00 | 74.00 |
| African-American Growth Percentile - Reading | | | | | |

There were not enough African-American students for a subgroup last school year. This year there are 30 students in grades 3-8.

| | | | | |
|-------|---------|-------|-------|-------|
| 82.00 | (Blank) | 40.00 | 60.00 | 70.00 |
|-------|---------|-------|-------|-------|

Hispanic Growth Percentile - Reading

Growth is based on students achieving or surpassing their growth targets. The data protocols and action planning should support more students in reaching their stretch goals.

| | | | | |
|-------|-------|-------|-------|-------|
| 89.00 | 58.00 | 80.00 | 80.00 | 90.00 |
|-------|-------|-------|-------|-------|

English Learner Growth Percentile - Reading

The SY 17-18 actual growth exceeded the growth goal by 21 points. A two year growth goal of 20 points is reasonable due to a focus on differentiation and intervention.

| | | | | |
|-------|-------|-------|-------|-------|
| 89.00 | 78.00 | 57.00 | 88.00 | 98.00 |
|-------|-------|-------|-------|-------|

Diverse Learner Growth Percentile - Reading

This cohort of DL students did not demonstrate growth at the desired rate. Teachers have been using a personalized approach with LLI, Stride Academy, Quizlet and other tools to address areas of need. A 21 point gain would merit 4 points on the SQRP.

| | | | | |
|-------|-------|-------|-------|-------|
| 97.00 | 29.00 | 30.00 | 50.00 | 60.00 |
|-------|-------|-------|-------|-------|

African-American Growth Percentile - Math

There were not enough African-American students for a subgroup last school year. This year there are 30 students in grades 3-8.

| | | | | |
|-------|---------|-------|-------|-------|
| 55.00 | (Blank) | 40.00 | 60.00 | 70.00 |
|-------|---------|-------|-------|-------|

Hispanic Growth Percentile - Math

Our school has been in a two year cycle of continuous improvement for mathematics instruction. DDI Math Actions Plans include differentiation and intervention to boost student growth. These gains will lead to a one point growth in SQRP points in 2019-2020.

| | | | | |
|-------|-------|-------|-------|-------|
| 35.00 | 53.00 | 60.00 | 63.00 | 73.00 |
|-------|-------|-------|-------|-------|

English Learner Growth Percentile - Math

We expect to build on last year's growth by continuing our focus on rigorous, Common Core aligned mathematics instruction.

| | | | | |
|-------|-------|-------|-------|-------|
| 42.00 | 68.00 | 60.00 | 78.00 | 88.00 |
|-------|-------|-------|-------|-------|

Diverse Learner Growth Percentile - Math

This cohort of DL students struggled last year. Teachers have been using a personalized approach with differentiation, Khan Academy, Stride Academy, Go Math Personal Math Trainer and other tools to address areas of need.

| | | | | |
|-------|------|-------|-------|-------|
| 95.00 | 5.00 | 30.00 | 30.00 | 50.00 |
|-------|------|-------|-------|-------|

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

Teachers conducted goal setting meetings with students to set stretch goals higher than their expected growth target. Meeting and surpassing those stretch goals will help students reach attainment.

| | | | | |
|-------|-------|-------|-------|-------|
| 58.00 | 58.00 | 70.00 | 70.00 | 80.00 |
|-------|-------|-------|-------|-------|

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

Teachers conducted goal setting meetings with students to set stretch goals higher than their expected growth target. Meeting and surpassing those stretch goals will help students reach attainment.

| | | | | |
|-------|-------|-------|-------|-------|
| 38.00 | 41.00 | 67.00 | 67.00 | 77.00 |
|-------|-------|-------|-------|-------|

National School Attainment Percentile - Reading (Grade 2)

In grades K-2 we are entering our second year of Balanced Literacy Implementation. This differentiated instructional approach will help boost reading achievement.

| | | | | |
|-------|-------|-------|-------|-------|
| 59.00 | 55.00 | 70.00 | 70.00 | 80.00 |
|-------|-------|-------|-------|-------|

National School Attainment Percentile - Math (Grade 2)

| | | | | | |
|--|-------|-------|-------|-------|-------|
| K-2 team have participated in professional learning for mathematics and are implementing the TRU Dimensions, Mathematical Practices, Math Talks and other school-wide initiatives. | 36.00 | 47.00 | 73.00 | 57.00 | 67.00 |
|--|-------|-------|-------|-------|-------|

% of Students Making Sufficient Annual Progress on ACCESS

| | | | | | |
|---|-------|---------|-------|-------|-------|
| English Learners are receiving support in the classroom and after-school to strengthen their English proficiency. | 42.40 | (Blank) | 55.00 | 60.00 | 70.00 |
|---|-------|---------|-------|-------|-------|

Average Daily Attendance Rate

| | | | | | |
|---|-------|-------|-------|-------|-------|
| Classroom incentives, individual incentives and parent incentives have had a positive impact on daily attendance rates. | 95.60 | 95.30 | 97.00 | 97.00 | 97.00 |
|---|-------|-------|-------|-------|-------|

My Voice, My School 5 Essentials Survey

| | | | | | |
|---|---------|---------|---------|---------|---------|
| Initiatives spearheaded by the Climate Team have continually addressed concerns raised in the 5 Essentials survey. Response rates for grades 6-8 and staff were in the high 80s-low 90s for 2018. | (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
|---|---------|---------|---------|---------|---------|

Custom metrics

0 of 0 complete

| 2016-2017 Actual | 2017-2018 Actual | 2017-2018 SQRP Goal | 2018-2019 SQRP Goal | 2019-2020 SQRP Goal |
|---------------------|---------------------|---------------------------|---------------------------|---------------------------|
|---------------------|---------------------|---------------------------|---------------------------|---------------------------|

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

| | | |
|--|--|---|
| Revise/rewrite all units of study and pacing guides to reflect Common Core State Standards and Next Generation Science Standards to design comprehensive units of instruction. | Development of a standards based instructional platform to ensure all students are exposed to all grade level standards and spiraling instruction across grade bands for more rigorous instruction | More effective progress monitoring of student mastery of the standards. |
|--|--|---|

Tags:

Common core state standards, Academic rigor, Unit planning, Pacing guides, Aligned curriculum

Area(s) of focus:

1, 3

Action step

Responsible

Timeframe

Status

| | | | |
|--|-------------------|------------------------------|----------|
| Revise pacing guides and unit plans quarterly for grades K-8 for instruction to reflect recent instructional initiatives | Grade Level Teams | Aug 27, 2018 to Apr 19, 2019 | On-Track |
|--|-------------------|------------------------------|----------|

Common core state standards, Academic rigor, Alignment, Tru dimensions

| | | | |
|--|-------------------------|------------------------------|----------|
| PLC, ILT & Science Dept will provide additional supports to grade level teams in the revision of unit plans. | PLC, ILT, Science Dept. | Aug 27, 2018 to Apr 19, 2019 | On-Track |
|--|-------------------------|------------------------------|----------|

Professional development, Common core state standards, Academic rigor, Alignment, Next generation science standards, Tru dimensions

| | | | |
|---|----------------------|------------------------------|----------|
| Revise pacing guides and unit plans each quarter grades 6-8 for Science instruction | 6-8 Science Teachers | Aug 27, 2018 to Apr 19, 2019 | On-Track |
|---|----------------------|------------------------------|----------|

Instructional materials, Academic rigor, Alignment, Unit planning, Next generation science standards, Pacing guides

| | | | |
|--|-----------------------------|------------------------------|-------------|
| Revise pacing guides and unit plans each quarter grades 6-8 for Social Studies instruction | 6-8 Social Studies Teachers | Aug 27, 2018 to Apr 19, 2019 | Not started |
|--|-----------------------------|------------------------------|-------------|

Instructional materials, Common core state standards, Alignment, Unit planning, Pacing guides

| | | | |
|--|---------------------------------|--------|-----------|
| Invest in more complex and rigorous common core aligned materials to increase strategic, differentiated, research based instruction based on various student data metrics. | Admin, Teacher Leadership Teams | select | Completed |
|--|---------------------------------|--------|-----------|

Instructional materials, Balanced literacy, Common core state standards, Guided reading, Academic rigor, Next generation science standards, Tru dimensions

| | | | |
|--|--|-----------------------------|-----------|
| Vet and select district approved common core aligned social studies instructional materials for grades 6-8 in English and Spanish. | Social Studies and Bilingual Departments | Apr 9, 2018 to Jun 21, 2018 | Completed |
|--|--|-----------------------------|-----------|

Instructional materials, Balanced literacy, Common core state standards, Guided reading, Academic rigor, Next generation science standards, Tru dimensions

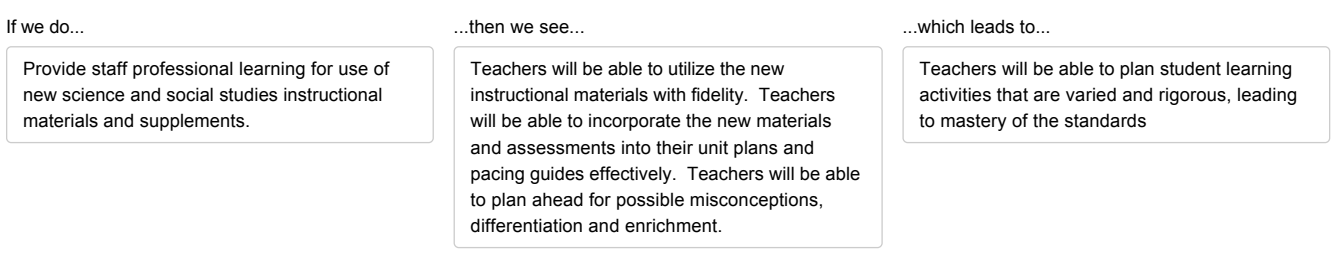
| | | | |
|---|--|-----------------------------|-----------|
| Vet and select district approved common core aligned science instructional materials for grades 6-8 in English and Spanish. | Science Department, Bilingual Department | Apr 9, 2018 to Jun 21, 2018 | Completed |
|---|--|-----------------------------|-----------|

Instructional materials, Stem, Academic rigor, Next generation science standards, Bilingual education

| | | | |
|---|--|-----------------------------|----------|
| Select additional leveled books to support guided reading in English and Spanish. | AP Foreman and Literacy Specialist D. Rihani | Apr 9, 2018 to Jun 21, 2018 | On-Track |
|---|--|-----------------------------|----------|

Instructional materials, Balanced literacy, Guided reading, Bilingual education

Strategy 2



Tags:

Technology, Professional development, Instructional materials, Assessments, Academic rigor, Unit planning, Pacing guides

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

| Action step | Responsible | Timeframe | Status |
|---|--|-----------|----------|
| Once instructional materials are selected for science and social studies, the PD departments of those publishers will be scheduled for initial workshops with Eberhart staff. | AP Foreman, Science and Social Studies Departments | select | On-Track |

Science, Social studies, Instructional materials, Alignment, Professional learning community, Pacing guides

Ongoing professional learning will be scheduled for staff to optimize use of the new instructional materials based on staff needs.

AP Foreman,
Science and Social
Studies
Departments

Aug 27, 2018 to
Feb 15, 2019

On-Track

Professional development, Instructional material

Strategy 3

If we do...

...then we see...

...which leads to...

Use the TRU Dimensions of Powerful Classrooms to boost academic rigor and student ownership. Continue cycles of continuous improvement for dimensions #2- Cognitive Demand and #4 Agency, Authority and Identity.

Students working independently, in pairs or in groups to complete more rigorous tasks in all subjects. Students will take more ownership of their own learning. Students at all developmental levels will have access to complex tasks.

The percentage of students at or above the 50th Percentile will increase in Reading & Math. This is part of a two year plan to bring student attainment levels up to the 80th percentile.

Tags:

Professional development, Cycles of continuous improvement, Academic rigor, Tru dimensions

Area(s) of focus:

1, 4

Action step

Responsible

Timeframe

Status

All K-2 teachers (including EL) and all DL teachers will continue to receive monthly PD from consultant Rachel Dahl during the school year. This will involve coaching and modeling for using the BAS assessment results to plan and execute reading lessons using the F& P model for Balanced Literacy and LLI intervention system.

Principal Gunn, AP Foreman, Literacy Specialist D. Rihani

select

On-Track

Assessment, Professional Learning, Intervention, Differentiated instruction, Balanced literacy, Data driven instruction, Literacy block

All teachers will update/revise unit plans quarterly to reflect recent instructional initiatives aligned to Cognitive Demand and Agency, Authority and Identity

Grade Level Teams

Jun 20, 2018 to
May 3, 2019

On-Track

Academic rigor, Alignment, Unit planning, Tru dimensions

Teachers will engage in DDI Deep Dive analysis and action planning following each assessment cycle. Teachers will use this analysis to differentiate instruction to facilitate student growth.

AP Ramirez,
Teacher Leadership
Teams

Jun 20, 2018 to
May 3, 2019

On-Track

Interventions, Differentiated instruction, Enrichment, Lesson planning, Data analysis, Data driven instruction, Action planning

Teachers will use technology (i.e. Stride Academy, Quizlet, Go Math, Khan Academy,...) to differentiate instruction, assess student learning and allow students to independently reinforce learned skills and concepts while practicing new ones. This will be a regular part of daily instruction based on DDI Deep Dive Action Plans.

All Teachers, Tech
Co A. Mitchell,
Admin

Sep 28, 2018 to
Jun 20, 2019

On-Track

Technology, Assessment, Personalized Learning, Differentiated instruction, Progress monitoring

Teachers will engage in BAS Data Deep Dive for K-2 analysis and action planning following each assessment cycle. Teachers will use this analysis to differentiate instruction to facilitate student growth.

AP Foreman,
Literacy Specialist
D. Rihani and
Teacher Teams

Jun 20, 2018 to
May 10, 2019

On-Track

Assessment, Differentiated instruction, Data analysis, Guided reading

| | | | |
|--|---|------------------------------|----------|
| Teacher Leadership Teams will plan and execute monthly grade level team meetings to analyze student work samples. We will use the Depths of Knowledge/ Blooms Matrix and Levels of Cognitive Demand for Math by Smith and Stein. | ILT, Math Committee, Science Dept, PLC, Admin | Sep 30, 2018 to Jun 20, 2019 | On-Track |
|--|---|------------------------------|----------|

Cognitive demand, Depth of knowledge, Academic rigor, Student work protocol

| | | | |
|---|-------------------------------|------------------------------|----------|
| The 3rd Grade Teachers will continue receiving support from the Literacy Specialist in the implementation of Writer's Workshop. | Literacy Specialist D. Rihani | Aug 27, 2018 to Jun 20, 2019 | On-Track |
|---|-------------------------------|------------------------------|----------|

Professional development, Balanced literacy, Writers workshop

Strategy 4

| | | |
|---|---|---|
| If we do... | ...then we see... | ...which leads to... |
| Increase technology, math, and literacy integration via arts integrated units | Teacher collaboration will increase and students will be more engaged across a variety of academic disciplines. | Greater student comprehension in math and reading, as well as the development of 21st century skills such as creativity, critical thinking, collaboration, and communication. |

Tags: Enrichment, Cognitive demand, Student engagement, Fine and performing arts

Area(s) of focus: 1, 4

| Action step | Responsible | Timeframe | Status |
|---|-------------------------------|-----------|----------|
| The Magnet Cluster Lead Teacher will collaborate with peers to plan and execute two arts integrated units combining music, technology, math or literacy, aligning with Illinois arts and common core standards. | MCLT & collaborating teachers | select | On-Track |

Enrichment, Cognitive demand, Student engagement, Teacher collaboration, Fine and performing arts

| | | | |
|--|------|-----------------------------|----------|
| The Magnet Cluster Lead Teacher will participate in professional development for arts integration. | MCLT | Sep 1, 2018 to Jun 20, 2019 | On-Track |
|--|------|-----------------------------|----------|

Professional Learning, Fine and performing arts

Strategy 5

| | | |
|--|---|--|
| If we do... | ...then we see... | ...which leads to... |
| Develop and sustain effective responses to student behavior that result in correction of behavior, addressing its root cause, and repairing the harm caused by the infraction. | Responses to student misconduct will be more effective, more supportive and less punitive. Infractions will decrease as root causes are identified and addressed. | Quality school relationships operating in around the school predicts positive student and staff outcomes. This will lead to increased student attendance of 97%, a 10% reduction in student code of conduct violations, and improved grades and assessment scores. |

Tags: Attendance, Safety and order, Discipline, Relational trust, Restorative practices

Area(s) of focus: 4

| Action step | Responsible | Timeframe | Status |
|--|----------------------------------|-----------|-------------|
| The Eberhart Climate Team will work with the Dean of Students and BHT to identify common behavior concerns and consequences. The teams will work to develop alternative, more restorative consequences to those behaviors. | Climate Team, Dean Coffey, Admin | select | Not started |

Climate and Culture, SEL, Restorative approaches, Safety

| | | | |
|---|------------|----------------------------|----------|
| Eberhart School will grow its partnership with Alternatives Youth Inc. We will continue to participate in the Peace Ambassadors program to identify and train potential student leaders to help resolve targeted conflicts between peers. Eventually, as our partnership continues, a mentor will train administrators and staff on implementing restorative practices. | AP Ramirez | Jun 1, 2018 to Jun 1, 2019 | On-Track |
|---|------------|----------------------------|----------|

MTSS, Restorative approaches, Student leadership, Peace circles

| | | | |
|--|-------------------|-----------------------------|-------------|
| The Eberhart Behavioral Health Team will receive staff referrals using the electronic Behavioral Health Request for Assistance form. The team will review all referrals, screen the students, and assist the staff and/or family in engaging the student in appropriate interventions. | M. Tucker and BHT | Apr 6, 2018 to Jun 20, 2019 | Not started |
|--|-------------------|-----------------------------|-------------|

MTSS, SEL, Interventions, Behavioral health team

| | | | |
|--|---|-----------------------------|-----------|
| The Social worker and Counseling Department will continue/expand the existing partnership with Mt. Sinai hospital to provide on site social work services to Eberhart students as a Tier 3 intervention for behavioral MTSS. | T. Toro, AP Foreman, M. Tucker, E. Villagomez | Apr 6, 2018 to Jun 20, 2019 | Completed |
|--|---|-----------------------------|-----------|

MTSS, SEL, Interventions and supports

| | | | |
|---|------------|-----------------------------|----------|
| Continue our partnership with Alternative Youth Inc. for coaching for teachers and administrators on restorative practices; have large conflict support with a response team; be involved in special restorative justice projects, and begin the development of a Peace Room. | AP Ramirez | Jun 1, 2018 to Jun 20, 2019 | On-Track |
|---|------------|-----------------------------|----------|

SEL

| | | | |
|--|---------------|-----------------------------|----------|
| Use the MTSS protocol to provide ongoing supports for students in need on SEL intervention so that students in need of support will be identified, screened and assigned to appropriate interventions. | Teachers, BHT | Apr 1, 2018 to Jun 20, 2019 | On-Track |
|--|---------------|-----------------------------|----------|

MTSS, SEL

Action Plan

Strategy 1

ON-TRACK

Revise pacing guides and unit plans quarterly for grades K-8 for instruction to reflect recent instructional initiatives*

Aug 27, 2018 to Apr 19, 2019 - Grade Level Teams

Status history



ON-TRACK

Dec 06, 2018

Evidence

Teachers continually revise pacing guides and unit plans according to the new initiatives such as Literacy-BAS, interactive read alouds, Writer's Workshop, Amplify Science and Read 180. In Math-SMP, 3 reads, Math 180 and equitable access to content activities. All are reviewed quarterly to ensure up to date best practices.

NOT STARTED

May 02, 2018

Evidence

Completed pacing guides and units for grades K-8; grade level team meeting notes, admin and specialist feedback

ON-TRACK

PLC, ILT & Science Dept will provide additional supports to grade level teams in the revision of unit plans."

Aug 27, 2018 to Apr 19, 2019 - PLC, ILT, Science Dept.

Status history



ON-TRACK

Nov 07, 2018

Evidence

- The Science department has met on 8/30/18 and 10/30/18 and will continue to meet every 6-8 weeks. Meetings are used to provide support in the launch of the Amplify curriculum and other science instruction needs.

NOT STARTED

May 02, 2018

Evidence

PD/Meeting agendas, sign-in sheets for attendance, completed unit plans by grade level

ON-TRACK

Revise pacing guides and unit plans each quarter grades 6-8 for Science instruction"

Aug 27, 2018 to Apr 19, 2019 - 6-8 Science Teachers

Status history



ON-TRACK

Aug 30, 2018

Evidence

- Science teachers in grades 6-8 met on August 30th, 2018 to discuss the new CPS Scope and Sequence. It is aligned 100% with Amplify units that are provided with the materials.
- Teachers plan to meet every 6-8 weeks throughout the year to keep on track.

NOT STARTED

May 02, 2018

Evidence

Completed pacing guides and units for grades 6-8; grade level team meeting notes, peer review and admin feedback

NOT STARTED

Revise pacing guides and unit plans each quarter grades 6-8 for Social Studies instruction"

Aug 27, 2018 to Apr 19, 2019 - 6-8 Social Studies Teachers

Status history



NOT STARTED

May 02, 2018

Evidence

Completed pacing guides and units for grades 6-8; grade level team meeting notes, peer review and admin feedback

COMPLETED

Invest in more complex and rigorous common core aligned materials to increase strategic, differentiated, research based instruction based on various student data metrics."

- Admin, Teacher Leadership Teams

Status history



COMPLETED

Sep 04, 2018

Evidence

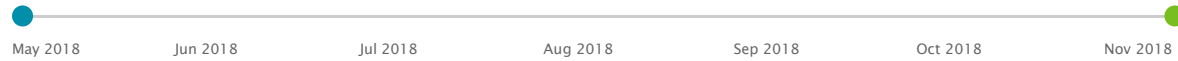
- Eberhart purchased AMPLIFY Science for 6th-8th grade; teachers began implementing the curriculum during the 1st quarter.
- Eberhart purchased Social Studies texts for 6th-8th grade; teachers began implementing the curriculum during the 2nd quarter.
- Eberhart purchased the Interactive Read Aloud materials for K-2nd; teachers began implementing the curriculum during the 1st quarter.

COMPLETED

Vet and select district approved common core aligned social studies instructional materials for grades 6-8 in English and Spanish."

Apr 09, 2018 to Jun 21, 2018 - Social Studies and Bilingual Departments

Status history



COMPLETED

Nov 07, 2018

Evidence

- Social studies teachers selected McGraw hill textbooks for grades 6-8.
- Textbooks began arriving in late August/early September 2018
- Teachers plan to implement these new books and curriculum as of the 2nd Quarter of the 2018-2019 school year.

NOT STARTED

May 02, 2018

Evidence

Request samples, meet with publishers, view online materials, meet to make selection, order materials

COMPLETED

Vet and select district approved common core aligned science instructional materials for grades 6-8 in English and Spanish."

Apr 09, 2018 to Jun 21, 2018 - Science Department, Bilingual Department

Status history



COMPLETED

Nov 07, 2018

Evidence

- CPS selected Amplify as the Science curriculum for the district.
- Eberhart ordered Amplify curriculum for grades 6-8 on August 3, 2018.
- All units were delivered throughout the month of September 2018. Ms. Pointer was the contact person at Eberhart in touch with Amplify concerning missing materials.
- As of October 2018, all 6-8 science teachers began implementing Amplify units in their classes.
- Science teachers in grades 6-8 are rewriting units to align with the new CPS Scope and Sequence and Amplify curriculum.
- The books are not provided in Spanish, but the web-based platform is available translated in Spanish.

NOT STARTED

May 02, 2018

Evidence

Request samples, meet with publishers, view online materials, meet to make selection, order materials

ON-TRACK

Select additional leveled books to support guided reading in English and Spanish."

Apr 09, 2018 to Jun 21, 2018 - AP Foreman and Literacy Specialist D. Rihani

Status history



ON-TRACK

Dec 06, 2018

Evidence

Interactive read aloud books have been purchased in both English and Spanish and being used in grades K-2. Teachers are receiving professional development monthly by the Literacy Specialists on how to incorporate these materials into the literacy instruction.

NOT STARTED

May 02, 2018

Evidence

Get samples and recommendations from Literacy Consultant, view sample materials on line, order materials.

Strategy 2

ON-TRACK

Once instructional materials are selected for science and social studies, the PD departments of those publishers will be scheduled for initial workshops with Eberhart staff."

- AP Foreman, Science and Social Studies Departments

Status history

Nov 7

ON-TRACK

Nov 07, 2018

Evidence

- All 6-8 Science teachers had Amplify PD in August 2018.
- All Social Studies teachers had new instructional materials PD on 10/10/18.

ON-TRACK

Ongoing professional learning will be scheduled for staff to optimize use of the new instructional materials based on staff needs."

Aug 27, 2018 to Feb 15, 2019 - AP Foreman, Science and Social Studies Departments

Status history

Nov 7

ON-TRACK

Nov 07, 2018

Evidence

- The Science Department met in August and again on October 30th to discuss the Amplify launch and PD needs.
- Teachers are attending additional Amplify PD in November.

Strategy 3

ON-TRACK

All K-2 teachers (including EL) and all DL teachers will continue to receive monthly PD from consultant Rachel Dahl during the school year. This will involve coaching and modeling for using the BAS assessment results to plan and execute reading lessons using the F& P model for Balanced Literacy and LLI intervention system."

- Principal Gunn, AP Foreman, Literacy Specialist D. Rihani

Status history

14. May 28. May 11. Jun 25. Jun 9. Jul 23. Jul 6. Aug 20. Aug 3. Sep 17. Sep 1. Oct 15. Oct 29. Oct

ON-TRACK

Nov 07, 2018

Evidence

Consultants Rachel Dahl and Clare Donavan-Scane have visited Eberhart school on the following dates so far:

- 9/12/18
- 10/2/18
- 10/11/18
- 10/25/18
- 11/6/18

Topics of PD have been BAS assessment, Interactive Read Aloud and Progress Monitoring. Visits have included coaching, observations with written or verbal feedback, and team learning.

NOT STARTED

May 02, 2018

Evidence

Teachers unit plans and lesson plans reflect daily literacy blocks aligned to the F&P model of Balanced Literacy Instruction. Students' progress monitoring

data reflect upward trending through the F&P levels.

ON-TRACK

All teachers will update/revise unit plans quarterly to reflect recent instructional initiatives aligned to Cognitive Demand and Agency, Authority and Identity"

Jun 20, 2018 to May 03, 2019 - Grade Level Teams

Status history



ON-TRACK

Nov 07, 2018

Evidence

* Teachers received PD on 11/2/18 that focused on using various strategies to increase and support Cognitive Demand in the classroom across grade levels and contents.

* Teachers will be tasked with updating and revising current lesson plans and units to reflect the use of these strategies to increase Cognitive Demand.

NOT STARTED

May 02, 2018

Evidence

Completed lesson/units plans, peer review and admin feedback

ON-TRACK

Teachers will engage in DDI Deep Dive analysis and action planning following each assessment cycle. Teachers will use this analysis to differentiate instruction to facilitate student growth."

Jun 20, 2018 to May 03, 2019 - AP Ramirez, Teacher Leadership Teams

Status history



ON-TRACK

Nov 07, 2018

Evidence

* ILT has developed a strategy for data analysis with MAP NWEA report reviews and updates. The Achievement Summary Report and Individual Student Profiles will be utilized during this cycle of DDI.

* This information will be rolled out with team meeting professional development in the next coming weeks.

* Teachers will use ILT created templates to analyze group data for their homerooms and devise a course of differentiated and targeted support for individualized students needs.

NOT STARTED

May 02, 2018

Evidence

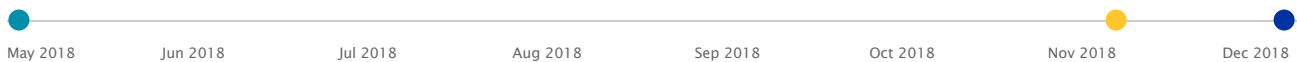
Completed DDI Action Plans, lesson plans that indicate differentiation, intervention and acceleration, Learning Walks, Informal Observations

ON-TRACK

Teachers will use technology (i.e. Stride Academy, Quizlet, Go Math, Khan Academy,...) to differentiate instruction, assess student learning and allow students to independently reinforce learned skills and concepts while practicing new ones. This will be a regular part of daily instruction based on DDI Deep Dive Action Plans."

Sep 28, 2018 to Jun 20, 2019 - All Teachers, Tech Co A. Mitchell, Admin

Status history



ON-TRACK

Dec 06, 2018

Evidence

Teachers currently incorporate the daily use of chromebooks, desktops, and/or tablets to facilitate differentiated activities with various digital components (i.e. google classroom, thinkcentral, math180, reading180, Khan Academy, Stride Academy) These are used to introduce and reinforce learned skills and concepts at the child's level.

BEHIND Nov 07, 2018

Problem

- Classrooms are using Stride Academy, Quizlet, Go Math and Kahn Academy on a regular (our goal is daily) basis.
- Teachers in grades 6-8 are in the process of being trained in Read 180 and Math 180 that will be used during WIN time.
- Inventory of students for Read 180 and Math 180 has begun

Root Cause

- Working on daily use of technology in the classroom.
- Technical issues have delayed launch date for the Read 180 and Math 180.

Next steps

- Teachers will work on incorporating technology into lessons on a daily basis
- Waiting for technical difficulties from the company to be addressed and the launch date to set.

NOT STARTED May 02, 2018

Evidence

DDI Action plans, lesson plans, Learning Walks and observations

ON-TRACK

Teachers will engage in BAS Data Deep Dive for K-2 analysis and action planning following each assessment cycle. Teachers will use this analysis to differentiate instruction to facilitate student growth."

Jun 20, 2018 to May 10, 2019 - AP Foreman, Literacy Specialist D. Rihani and Teacher Teams

Status history



ON-TRACK

Dec 06, 2018

Evidence

Teachers are currently progress monitoring students for guided reading grouping and differentiating instruction for students. Teachers will reassess using BAS to analyze data and create action plans to facilitate student growth. Once assessments are complete grade level teams will meet, analyze, and create action plans.

NOT STARTED

May 02, 2018

Evidence

Completed BAS Data Deep Dive Action Plans, lesson plans that indicate differentiation, intervention and acceleration, Informal Observations

ON-TRACK

Teacher Leadership Teams will plan and execute monthly grade level team meetings to analyze student work samples. We will use the Depths of Knowledge/ Blooms Matrix and Levels of Cognitive Demand for Math by Smith and Stein."

Sep 30, 2018 to Jun 20, 2019 - ILT, Math Committee, Science Dept, PLC, Admin

Status history



ON-TRACK

Dec 06, 2018

Evidence

- * Teacher leaders attended Network 10 Summit professional developments (9/26/18, 12/5/18)
- * Teachers created a Summit Committee Team to plan for upcoming bite-sized PD with Eberhart grade level teams. Teachers will be working on using the *Standards Protocol Template* to analyze task complexity and rigorous content.
- * Teachers will be working on using the DoK Matrix and TAGS Matrix to analyze formative assessments given at all grade levels.

NOT STARTED May 02, 2018

Evidence

Leadership Teams will select a protocol for analyzing student work, grade level team notes will reflect analysis and action steps.

ON-TRACK

The 3rd Grade Teachers will continue receiving support from the Literacy Specialist in the implementation of Writer's Workshop."

Aug 27, 2018 to Jun 20, 2019 - Literacy Specialist D. Rihani

Status history



ON-TRACK

Dec 06, 2018

Evidence

- * 3rd grade teachers continue to receive in-house support from the school literacy specialist to facilitate the use of writer's workshop in 3rd grade literacy. D. Rihani continues to support the team through grade level meetings and additional classroom coaching.
- * Literacy specialist conducted writer's workshop professional development in August 2018 for 3rd grade teachers.
- * 3rd grade teachers attended professional development during the summer of 2018 for help in implementing writer's workshop.
- * 3rd & 4th grade writer's workshop pacing charts are created to help teachers stay on-task with writer's workshop.
- * Writer's workshop celebrations (10/11/18, 11/30/18) are being conducted to acknowledge student and teacher work within the writer's workshop framework.

NOT STARTED

May 02, 2018

Evidence

Student work samples, Authors Celebrations after each instructional unit

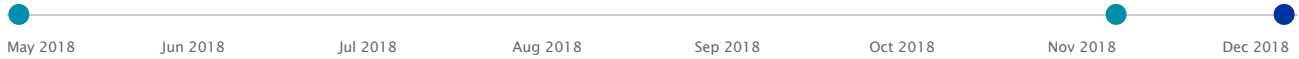
Strategy 4

ON-TRACK

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

- MCLT & collaborating teachers

Status history



ON-TRACK

Dec 06, 2018

Evidence

Ms. Djurakov (music teacher and MCLT) will be collaborating with Ms. Adamski (8th grade reading teacher) to teach one of the two arts-integrated units combining music and literacy after we return from winter break (most likely during the month of February).

NOT STARTED

Nov 07, 2018

Evidence

- New MCLT L.D. attending first PD on the integrated units later in the month. Will decide which teacher and discipline to collaborate with after learning more about the expectations.
- Former MCLT M.R. is continuing the practice of two integrated arts units with colleagues.

NOT STARTED

May 02, 2018

Evidence

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

ON-TRACK

The Magnet Cluster Lead Teacher will participate in professional development for arts integration."

Sep 01, 2018 to Jun 20, 2019 - MCLT

Status history



ON-TRACK

Dec 06, 2018

Evidence

Music teacher and new MCLT Ms. Djurakov attended the first of the two annual professional developments for CPS magnet cluster lead teachers on November 29th, 2018. She will attend the second of the two PDs on March 21st, 2018.

ON-TRACK

Nov 07, 2018

Evidence

Music Teacher Lily Djurakov is taking on the role of MCLT from Art Teacher Mary Rodriguez. She will attend the first MCLT meeting on November 29, 2018.

NOT STARTED

May 02, 2018

Evidence

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

Strategy 5

NOT STARTED

The Eberhart Climate Team will work with the Dean of Students and BHT to identify common behavior concerns and consequences. The teams will work to develop alternative, more restorative consequences to those behaviors."

- Climate Team, Dean Coffey, Admin

Status history



NOT STARTED

May 02, 2018

Evidence

Meeting notes, discipline referrals

ON-TRACK

Eberhart School will grow its partnership with Alternatives Youth Inc. We will continue to participate in the Peace Ambassadors program to identify and train potential student leaders to help resolve targeted conflicts between peers. Eventually, as our partnership continues, a mentor will train administrators and staff on implementing restorative practices."

Jun 01, 2018 to Jun 01, 2019 - AP Ramirez

Status history



ON-TRACK

Dec 06, 2018

Evidence

- 9/17/18: Eberhart Administrators met with Kellie Mann and Edward Ward from Alternatives Youth Inc. We developed a partnership to have Mr. Ward be Eberhart's Restorative Justice Specialist this school year. It was agreed Mr. Ward would be at Eberhart Monday-Thursday, until the awaited partnership with another school began. When the partnership with the other school began, his days would be Tuesday and Wednesday.
- Week of 9/24/18 teachers, administrators, and Mr. Ward began identifying students who would benefit from Mr. Ward' Restorative Justice services. This same week, Mr. Ward began working with those identified Eberhart students.
- Mr. Ward, the restorative justice specialist, has been meeting with students (twice a week) identified by administrators and teachers.

NOT STARTED

The Eberhart Behavioral Health Team will receive staff referrals using the electronic Behavioral Health Request for Assistance form. The team will review all referrals, screen the students, and assist the staff and/or family in engaging the student in appropriate interventions."

Apr 06, 2018 to Jun 20, 2019 - M. Tucker and BHT

Status history



NOT STARTED

Dec 06, 2018

Evidence

ON-TRACK

Nov 07, 2018

Evidence

- BHT meets on a bi-weekly basis to review staff and parent referrals.
- Teachers receive electronic BHT Assistance Forms and SDQ checklists to submit to team.

- Team members will reach out to teachers or families for additional information or support.
- Interventions in school, SASS referrals and referrals to outside counseling agencies are recommended.

ON-TRACK

Nov 07, 2018

Evidence

The BHT met on October 1, 2018, October 15, 2018, October 29, 2018 and November 5, 2018 to discuss teacher and parent referrals. The team also discussed the Tier II Intervention Check in/Check out. Students were paired with checkers and progress monitoring sheets were given to all checkers.

COMPLETED

The Social worker and Counseling Department will continue/expand the existing partnership with Mt. Sinai hospital to provide on site social work services to Eberhart students as a Tier 3 intervention for behavioral MTSS."

Apr 06, 2018 to Jun 20, 2019 - T. Toro, AP Foreman, M. Tucker, E. Villagomez

Status history



COMPLETED

Oct 30, 2018

Evidence

The BHT can refer students to Mr. Sinai for services. Parents will take their child to Mt. Sinai for the initial visit and counseling services will be provided in school.

NOT STARTED

May 02, 2018

Evidence

Meetings, schedules, caseload

ON-TRACK

Continue our partnership with Alternative Youth Inc. for coaching for teachers and administrators on restorative practices; have large conflict support with a response team; be involved in special restorative justice projects, and begin the development of a Peace Room."

Jun 01, 2018 to Jun 20, 2019 - AP Ramirez

Status history



ON-TRACK

Dec 06, 2018

Evidence

Training with Alternative Youth for staff and students, development of conflict support response team, development of Peace Room.

- Week of 9/24/18: R.J. specialist Mr. Ward began creating the Peace Room (403).
- Week of 10/15/18: all administrators and teachers in all grade-levels received professional development from the R.J. specialist Mr. Ward (Restorative Justice 101 Part I).
- Week of 10/29/18 and 11/5/18: all PSRP & ESP in all grade-levels received professional development from the R.J. specialist Mr. Ward (Restorative Justice 101 Part I).
- Mr. Ward, the restorative justice specialist, has developed 403 to be Eberhart's Peace Room.
- Mr. Ward continues to mediate conflict between students and staff.

ON-TRACK

Use the MTSS protocol to provide ongoing supports for students in need on SEL intervention so that students in need of support will be identified, screened and assigned to appropriate interventions."

Apr 01, 2018 to Jun 20, 2019 - Teachers, BHT

Status history



ON-TRACK

Dec 06, 2018

Evidence

A referral process has been established for staff to recommend students in need of SEL support. A questionnaire is provided to teachers/staff members as

well as the SQRP checklist to

NOT STARTED

May 02, 2018

Evidence

BHT meeting agendas/notes, referrals, response to referrals, MTSS logger data

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

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

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

Annual Title 1 meeting and PAC Organizational Meeting will be held on 9/28/18 to inform parents of the school's participation in NCLB, explain its requirements, and inform them of their right to be involved. NCLB Parent Advisory Council meetings are held every other month following the annual meeting. Numerous other parental involvement meetings are held including an Open House Orientation Meeting, BAC meetings, Report Card Pick-up/Parent-Teacher Conferences, and other informational meetings. Parents are notified through a monthly calendar of events and parent bulletin sent home with students.

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

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

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

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

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

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

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

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

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

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

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

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

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

Eberhart holds 2 Virtual Pre-K workshops for parents to help support their students before they come to Kindergarten. This program is coordinated by the Kindergarten teachers. The children from Midway preschool also tour the building in the spring prior to enrolling in kindergarten.

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

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

Policy Implementation Activities

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



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



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



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

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

n/a

School-Parent Compact

Complete

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

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

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

The school held an open house event for parents to meet their students teachers on Tuesday, September 12, 2017. We will also have two report card day conferences in November, 2018 & April, 2019

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

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

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

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

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

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

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

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

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

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

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

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

Parent Budget

Complete

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

Eberhart will achieve a 95% or higher parental participation rate on report card pickup days and open house events. We will provide opportunities for parents and staff to engage and discuss student needs. Eberhart will provide development opportunities to support their students academically and socially. Events will begin with Open House in September and continue monthly throughout the 2018-2019 school year.

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

| Account(s) | Description | Allocation | |
|-----------------|--|------------|------------|
| 51130, 52130 | Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | \$ | 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. | \$ | 2000 .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ | 800 .00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$ | Amount .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ | 7070 .00 |
| <p>54205</p> | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$ | Amount .00 |
| <p>54565</p> | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ | Amount .00 |
| <p>53510</p> | Postage Must be used for parent and family engagement 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 |

