



Eugene Field Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/22/2018	Adrian Dobbins, Cynthia Williams, Dwayn Paredes, Catherine Shula	Framework Priorities and Goals
02/28/2018	Adrian Dobbins, Cynthia Williams, Margaret McGregor, Dwayn Paredes, Catherine Shula, Shauna Abioye, Marjorie Garfinkel, Kathryn Wynn	Goal Setting
03/01/2018	Adrian Dobbins, Cynthia Williams, Margaret McGregor, Dwayn Paredes, Catherine Shula, Shauna Abioye, Marjorie Garfinkel, Kathryn Wynn	Goal Setting
03/07/2018	Adrian Dobbins, Cynthia Williams, Margaret McGregor, Dwayn Paredes,	Defining/writing strategies

Catherine Shula, Shauna Abioye, Marjorie Garfinkel, Kathryn Wynn

03/22/2018	Adrian Dobbins, Cynthia Williams, Dwayn Paredes, Catherine Shula, Kathryn Wynn	Defining/writing strategies
04/04/2018	Adrian Dobbins, Cynthia Williams, Dwayn Paredes, Catherine Shula, Kathryn Wynn	Action Steps
04/11/2018	Adrian Dobbins, Cynthia Williams, Dwayn Paredes, Shauna Abioye, Marjorie Garfinkel, Kathryn Wynn	Action Steps
04/20/2018	Cynthia Williams, Dwayn Paredes, Shauna Abioye, Marjorie Garfinkel, Kathryn Wynn	Parent Involvement/Parent Plan
04/24/2018	Cynthia Williams, Dwayn Paredes, Shauna Abioye, Catherine Shula, Kathryn Wynn	Parent Plan/Fund Compliance
05/02/2018	Adrian Dobbins, Cynthia Williams, Dwayn Paredes, Shauna Abioye, Catherine Shula, Kathryn Wynn,	Review and revise draft
05/16/2018	Adrian Dobbins, Cynthia Williams, Dwayn Paredes, Shauna Abioye, Catherine Shula, Kathryn Wynn,	Review and revise draft

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

The school leadership and staff regularly converse about the importance of utilizing student data to drive instruction. The school has had outside PD that supports data (Meredith Wittich, ESL professionals). The school's ILT, GR/GM PLC's regularly address student data in terms of implementing differentiation in lesson planning and instruction.

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

1 2 **3** 4

The ILT has identified challenges in the school as it pertains to student achievement. The ILT has regularly had conversations about the most effective ways to impact student learning and teacher instruction. However, there remains a need for the ILT to effectively transfer conversations into direct teacher action in the classroom.

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

The start is in the beginning stages of collaboration; however there is a need to take individual teacher learning that is acquired from PDs and implement it collectively as a staff. There needs to be a more consistent effort as a teaching staff to set up meetings to share information that is gleaned from external professional development.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

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The school regularly makes resource purchases for instructional materials through both text and online services (i.e. PathBlazer, Rosetta Stone). The school administration and counselor regularly solicit the support of outside agents (Loyola University, Communities in Schools) to support students for both academic and SEL. Staffing schedules are designed to optimize the learning time for students, which include the creating teacher and support staff schedules to allow for additional support for students in the classroom.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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

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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.

The staff is making strides to increase the rigor and support for DL, EL, Gen Ed and gifted students. Teachers are using SEL in their instruction in terms of supporting student learning. There is an additional need for teachers to communicate the instructional objective to students so that the learning goals are clear from the outset of the lesson. Teachers should use common language throughout the building to introduce lesson objectives so that there is consistency throughout the building.

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

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There are a variety of text and multi-media materials available for teachers and students in all content areas (MapSkills, GoMATH!, Rosetta Stone, Guided Reading materials) that support students at all instructional levels. Students have access to extended learning outside of the classroom through the use of school purchased programs (GoMATH, Rosetta Stone).

Guide for Instructional Materials

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

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

EVIDENCE, MEASURES, AND STANDARDS	
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 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent 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
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:

Score

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)

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Based on the school's SGRP and student responses related to instructional rigor, there is a need in all content classes across all grade levels to improve the quality and rigor of student work.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	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	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look for Observation Tool
✓	Checking In: Do Classroom Assessments Reflect Today's Higher Standards?
✓	Student Work Protocol (SQIP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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)

Advisory activities facilitated by the school's counselor support the successful transition from middle school to high school. The science teacher has worked with outside agents (Cook County Farm Bureau- Agricultural Careers). The counselor has brought in 4 outside speakers to share information about careers. Several students have applied for scholarships (Daniel Murphy, Jack Kent Cook Scholars, and University of Chicago Math Scholars. The school also sponsored a high school fair, Junior Honor Society and Student Council.

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

Teachers has been challenged with designing differentiated instructional activities that both support and extend learning for students at multiple instructional levels. Instructional rigor does not reflect the needs of the DL and EL student population. After reviewing the most recent SQRP data, student attainment and growth regressed in both reading and math.

There is a need to utilize the Gradual Release model to provide opportunities for students to receive instruction and work independently to develop their academic skills. Teachers rely heavily on lecture, which reduces the time students have work on independent tasks and process their learning. Teachers have used the Problem Solving Protocol (PSP) to review student work and discuss the depth and rigor of students tasks and activities.

Instructional resources are not utilized to their fullest capacity; technology and text material for Guided Reading are not in teacher rotation in the reading classroom. Though Guided Reading kits were purchased to provide instructional material for a variety of student lexiles, books and kits remain unused. Teacher collaboration across all content areas is needed to increase the learning opportunities for both teachers and students.

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"> ✓ SGRP 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
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

Score

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

1 2 **3** 4

Students are assessed quarterly using Benchmark Assessments teacher formative and summative assessments. Teachers maintain data binders to monitor student progress every 5 weeks. Administration and teachers meet at least monthly to discuss data, student RIT bands, small group instruction and after school support and enrichment resources to assist with instruction after school.

Multiple data measures are used to assess and monitor student achievement (Easy CBM, NWEA Mapskills and Pathblazer) to assist teachers with small group instruction.

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 (CSR).
 - 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	Curriculum & Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
4b. Maintaining Accurate Records	
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	Now What? Materials to Support Improvement Planning
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

Score

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

1 2 3 4

Teachers apply instructional modifications in lesson plans and instructionally; however, progress monitoring for intervention effectiveness/ineffectiveness is not done with fidelity.

Teachers are in the beginning stages of fully integrating SEL/Tier 2 and Tier 3 interventions for students in the highest need.

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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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.

1 2 3 4

There is a administrative and teacher push for the "growth mindset" as it pertains to teachers expanding their content knowledge and using that same philosophy to "push" students to work beyond simple classroom tasks. There is a school-wide push to provide extended learning opportunities outside of Eugene Field's walls (i.e. summer school for EL students, promoting the application to math programs sponsored by the University of Chicago. The school has been challenged with maintaining a dedicated teaching staff (there is high teacher turnover). The lack of instructional continuity has greatly impacted how students perceive their academic work in terms of complexity, rigor and the consistency.

As the school continues to increase the level of teacher support and extend learning opportunities for staff (both in and out of the school),

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 (en.edu/te) ✓ 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

1 2 3 4

The school is challenged with students feeling comfortable with confiding in adults. Due to high staff turnover, students have expressed grave concerns about whether or not teachers will continue to work with them. As our population is 5th-8th grade students work with a small cohort of content teachers, students are unsettled by the regular ebb and flow of staff from year to year. After reviewing student responses on the 5-Essentials survey and a counselor generated survey at the beginning of the school year, there was a clear indication that students lack trust in school staff. Administrators and staff have worked collaboratively to build professional relationships both inside and outside of the school. The staff has planned social outing for administrators and staff to work on building greater social relationships. These outings have greatly helped in building a sense of community among administrators, teachers and school staff.

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 (cgs.edu/SEL)
✓	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

Students are heavily involved with extra-curricular activities in the school. Both the National Junior Honor Society and Student Council have been organized clothing drives and other fundraising efforts to build community outside of the school. The school counselor has been directly involved in bringing in outside resources for students; such as the High School Fair, Career Day and arranging field experiences to Truman College, Loyola University and Senn HS.

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"> ▪ IJVNS 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
Measure	✓ 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 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCS 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

Student supervision in common areas is frequently compromised due to a lack of fidelity with implementing the PBIS behavioral matrix. Teachers collaboratively met to devise a behavior checklist for students. This checklist is intended to be implemented throughout the school day, in every classroom. There has been inconsistent use of the checklist system; which has contributed to student confusion and a lack of disciplinary follow-through on behalf of classroom teachers. There is a need for adults to utilize the behavior checklists with fidelity; following up checks with parental outreach and detention (when warranted). Teachers also need to consistently model behavioral expectations both in the classroom and in common areas that are in compliance with CHAMPS/PBIS.

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	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

Score

1 2 3 4

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

The structures are in place for teacher and staff members to utilize restorative approaches to discipline. There is inconsistent use of the school's systems and resources; making student discipline across the classroom and building inconsistent. Restorative conversations are not done with fidelity; making the application of the Student Code of Conduct inconsistent from teacher to teacher.

The school does regularly recognize and reward student positive behavior with field trip incentives and weekly raffles. The school uses the Check-In-Check-Out (CICO) system for Tier 3 students. The inconsistent use of CICO has led to compromised rewards for compliant students.

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

Parent and Family Partnership:

Score

1 2 3 4

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

The school has been challenged with maintaining active parent participation through the PAC, BAC and LSC. Parent turn-out for meetings is, on average, less than five. Attempts for form and maintain a BAC has been unsuccessful. When the school does reach out to parents by telephone or through school notices; there is little to no parent turn out. The school has attempted to arrange parent meeting at varying times during the day; with little success. Outreach to 5th, 7th and 8th grade parents this year has had extremely low attendance (less than 5).

The school needs to work on advance planning for school-wide activities in the summer, so that activity calendars can be created and shared with parents. These calendars will provide information about grading, testing and other pertinent information related to ways to support the school and help children succeed academically.

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	
	<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
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

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

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
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National School Growth Percentile - Reading

The school has had three data dive meetings after school to review NWEA (Spring 2017 & Winter 2018) data to review student reading data. Administrators and teachers reviewed data results and collaborated to organize small groups for differentiated instruction based on individual student RIT bands. Administrators and teachers also used MOY data to revise instructional reading goals and practices based on analysis of the NWEA learning continuum. Teachers placed students in small differentiated groups; with a focus on supporting students lacking foundational skills, extending learning for students near/ on grade level and challenging students who are above grade level. These varied groups receive a variety of support during the instructional day which includes use of the co-teaching model, as well as additional support from ESP's and other ancillary staff to support small group instruction.

86.00	8.00	50.00	75.00	80.00
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Students with the greatest need (students scoring below the 25th percentile) have been identified for enrollment in the after school program. Students in grades 5th-8th have been enrolled in after school reading tutoring twice weekly.

The school has (and will continue to) invest in technology to support student learning; the school has contracted Edgenuity (PathBlazers) and Rosetta Stone (for EL students) to extend ELD for our bilingual student population.

Teachers will continue to use the Problem Solving Protocol (PSP)and Consultancy model to review lesson plans, student activities and assessment to facilitate their discussions of best practices around differentiation and lesson modification (esp. for DL, EL and gifted learners).

Reading teachers will continue to meet quarterly with a consultant (Sharon Hughes) to work on mastering the gradual release model,creating small groups for differentiated instruction and literature circles ensuring tasks and assessments are CCSS aligned, has appropriate level of complexity, as well as evidence of checking for student understanding and agency, authority and identity is evident in the learning cycle. Sharon Hughes will continue to conduct teacher observations and debrief with administrators and teachers to provide feedback based on her classroom observations. Ms. Hughes will also support ELA teachers by assisting teachers in selecting appropriate companion text(s) and CCSS aligned resources specifically targeted for student groups with varying lexiles.

We will continue to focus on utilizing NWEA data to plan for small group instruction. ELA teachers will meet quarterly to review student data and create small groups based on student RIT bands. Teachers will also continue to utilize multiple data sources (i.e. EasyCBM, student work products and CPS Benchmark assessments) to inform their small group planning.

Teachers will progress monitor student achievement through the use of standardized Exit Tickets (created by teachers) to review student work; this will provide teachers with student work samples to be used in progress monitoring across grades 5th-8th. Teachers will continue to collaboratively plan student activities and assessments based on student achievement results.

National School Growth Percentile - Math

The school has had three data dive meetings to review student NWEA data and metrics. Administrators and teachers have met collaboratively to develop programs for after school math support as well as more individualized small group instruction with differentiation in the classrooms. Small groups have been arranged to target the specific needs of students; (especially DL/EL students) that were identified in MOY NWEA data.

40.00

3.00

30.00

40.00

50.00

The school has also invested heavily in technology support; PathBlazers, GoMATH! (for grades 5th-8th) that provide online tools that support extended learning through through customized activities created by the math teacher. The GoMath! curriculum heavily emphasizes content vocabulary, real-world experiences and problem solving; which exposes students to math application that closely models NWEA and PARCC assessments. This math curriculum also has independent activities embedded in the student modules (which facilitates teacher creation of personalized learning activities that reflect student's individual instructional needs. These learning tools will aid teachers in planning for instructional differentiation for all students.

Teachers continue using the Problem Solving Protocol (PSP) and Consultancy Model to review lesson plans, student activities and assessments; this lesson plan review will support teachers lesson planning as they work collaboratively to plan differentiated activities and assessments for all students.

Math and science teachers will continue to meet quarterly to engage in STEM summits to extend math experiences from the math setting to the science classroom. STEM summits have provided extended professional development for math and science teachers to learning in both content areas and promote the collaboration between math and science teachers. Math teachers will continue to work regularly with CPS Math Curriculum through the implementation of MARS Tasks, Math Talks and other CPS math content resources that promote problem solving and the extended math application through real-world application.

We will continue to provide a variety of instructional support in math classes; (co-teaching, ESP small group support) to support small group, differentiated instruction to support DL, EL, General Education and Gifted students.

To support our math program, we will continue to provide before school and after school tutoring; targeting our highest need students (students who have not reached attainment or growth targets). This approach will provide support during the instructional day, as well and extended support in our after school program.

The after school program includes math support Monday - Thursday. Math/science teachers will continue to work collaboratively to promote cross-curricular math application in the math and science classrooms.

% of Students Meeting/Exceeding National Ave Growth Norms

We will continue to utilize NWEA data as a source for planning small group instruction. The school will continue to emphasize differentiation; using RIT bands to group students for more individualized math instruction. Using math data, Gen Ed math, DL and ESL support teachers will work collaboratively to plan differentiated activities for a variety of student subgroups; DL and EL students, Gen Ed students in need of Tier 2 support as well as our gifted student who require instructional enrichment.

54.50

37.60

50.00

55.00

60.00

Teachers will engage in collaborative conversations around students who are at and above grade level. During these discussions teachers will share instructional strategies to encourage more critical thinking, intensive discussions and writing to support students moving beyond their grade level. Teacher will focus on higher level work (next grade level) for students who are academically ready.

African-American Growth Percentile - Reading

Reading teachers will utilize more culturally relevant texts for students to increase student interest; the use of culturally relevant text will help with instruction for EL students (as this text will assist with connecting students with prior knowledge). Reading teachers will continue to introduce, students to a variety of reading genres, this will expand their exposure to different texts, providing opportunities for students to extend their learning through vocabulary development.

68.00

7.00

50.00

70.00

75.00

The school will promote reading through a school sponsored Family Literacy Night. Students and families will be invited to participate in a variety of literacy activities that emphasize reading and language development. These activities will promote the concept of reading as a way for families to develop relationships. The school will have a book give away and provide reading material at multiple reading levels to students and families. Students and parents will have an opportunity to select and take home books to promote literacy development in the home.

Hispanic Growth Percentile - Reading

Teachers will use the most recent ACCESS data to look at the school's population of EL students to develop instructional plans that support their ELD (English Language Development). Teachers will develop modified activities and assessments that meet the instructional needs of all EL students.

87.00

10.00

50.00

80.00

85.00

Reading teachers will continue to utilize more culturally relevant texts (which includes expanding the classroom libraries to include Spanish and other foreign language texts). Spanish dominant students will have Spanish bilingual text available to them (this will facilitate their reading fluency and comprehension). Teachers will also continue to introduce students to a variety of reading genres to expand their exposure to multicultural text; which will provide opportunities for students to extend their learning through vocabulary development.

The school will continue to sponsor Family Literacy Night. Students and families will be invited to participate in a variety of activities that emphasize reading and encourage reading as a means for families to develop relationships.

English Learner Growth Percentile - Reading

Currently, teachers are using ACCESS data to form small groups using student RIT bands to support more differentiated instruction. Teachers are using visual aids, graphic organizers, translated text (which includes culturally relevant text at various lexiles) to support the varying needs of EL learners. ESL pull-out instruction is done daily to support students with the most intensive ELA needs. Spanish bilingual students receive small group instruction in their native language to support writing, reading and social science.

98.00

(Blank)

35.00

80.00

85.00

The school has conducted several WIDA trainings to familiarize teachers with accurately assessing language needs for ELs using ACCESS composite scores.

EL students are also involved in after school classes for reading to support English language growth. After school classes emphasize small group supports that reflective individual student NWEA scores.

Diverse Learner Growth Percentile - Reading

Teachers will continue to use student IEPs to plan differentiated activities and assessments that reflect the individual needs of DL students. Teachers will integrate differentiated text (which include culturally relevant text in English and Spanish (where available) and audio to support student reading.

(Blank)

(Blank)

25.00

75.00

80.00

Teachers will continue to utilize co-teaching models, (which include the DL teacher) as well as other support staff) to assist with small group instruction.

The school counselor and DL teacher will continue to facilitate professional development for teachers around effective co-teaching, progress monitoring and including accommodations and modifications during instruction.

We will continue to enroll DL students in after school classes to support their reading development; these classes will include Homework Help and Reading Tutoring classes (Mon-Thurs).

African-American Growth Percentile - Math

To increase student achievement in math in grades 5th-8th, the school will continue to work with GoMath! (which emphasizes problem solving, technology integration, and student re-engagement and enrichment. All math classes will adopt the co-teaching modeling (which facilitates greater one-on-one teacher instruction in small groups). The co-teaching model and small groups will be organized based on student RIT bands and teacher recommendation; this approach will promote more targeted assistance for students in need of foundational support and enrichment.

43.00

4.00

50.00

60.00

65.00

The school will continue to conduct quarterly data deep dive sessions to review NWEA data as well as other assessment data. These sessions will allow teachers to collaborate and discuss best practices around supporting students at all three tiers. This collaboration will help teachers as they identify small groups and create differentiated math activities and assessments to meet the needs of students at all achievement levels.

Students at greatest academic risk of not meeting their targets will be offered the opportunity to enroll in math tutoring twice weekly. Students in need of after school support were identified by the math teachers. Families will be contacted by the math teacher to garner greater support for enrolling students in after school math. As a result of this outreach, we will enroll more African-American students in after school math classes. We believe this increased emphasis on math instruction in school and after school will greatly impact student math growth.

Hispanic Growth Percentile - Math

Currently, teachers are using ACCESS data to form small groups using student RIT bands to support more differentiated instruction. Teachers will continue to use visual aids, graphic organizers, translated text (which includes culturally relevant text at various lexiles) to support the varying needs of EL learners. ESL pull-out will be done daily to support students with the most intensive ELA needs. Spanish bilingual students will receive small group instruction in their native language to support writing, reading and social science.

34.00

2.00

35.00

45.00

50.00

The school will continue to conduct WIDA trainings to familiarize teachers with reading ACCESS assessment reports, and appropriately assessing ELD language needs for ELs using ACCESS composite scores.

EL students will continue to be identified for enrollment in after school classes for reading to support English language growth. After school classes will emphasize small group support that is reflective of individual student NWEA scores.

English Learner Growth Percentile - Math

Currently, teachers are using ACCESS data to form small groups using student RIT bands to support more differentiated instruction. Teachers will use visual aids, graphic organizers, translated text (which includes culturally relevant text at various lexiles) to support the varying needs of EL learners. ESL pull-out instruction is done daily to support students with the most intensive ELA needs. Spanish bilingual students receive small group instruction in their native language to support writing, reading and social science.

50.00

(Blank)

35.00

38.00

45.00

The school will continue to conduct WIDA trainings to familiarize teachers with accurately assessing language needs for ELs using ACCESS composite scores.

EL students are also involved in after school classes for reading to support English language growth. After school classes emphasize small group supports that reflective individual student NWEA scores.

Diverse Learner Growth Percentile - Math

DL and General Education teachers have adopted a co-teaching model that emphasizes small group instruction. After conducting 2 data deep dives, teachers reviewed NWEA math data to develop instructional plans for students with the greatest math need. This data review resulted in teachers identifying areas of student challenge and designing differentiated activities (both in class and after school) to support student learning.

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25.00

90.00

95.00

As part of the math curriculum, teachers will regularly integrate student text, extension activities and technology to support and enrich students. The school will adopt multiple tech tools; PathBlazer, Khan Academy and the GoMATH! series to support students at all levels. Teachers will use visual aids, graphic organizers, translated text (which includes Spanish language textbooks for DL/EL students) to support the varying needs of DL learners.

Math/science teachers will continue to participate in STEM summits; which emphasize the integration of math and science. These summits will provide teachers with instructional strategies and resources to aid in their work with students to develop math competency. STEM summits emphasize strategies that promote student agency and authority; these strategies empower students to be active participants in their own learning.

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

The school will continue to use the Problem Solving Protocol (PSP) to review lesson plans. Teachers will discuss ways that student activities and assessments should be modified to include greater rigor. Teachers have participated in PLCs (professional learning communities) to discuss ways to increase academic rigor in the classrooms. Using instructional strategies gleaned from professional development, teachers will modify and revise lessons to provide greater access and challenge for all learners.

55.00

43.00

50.00

50.00

60.00

During Data Deep Dives, administrators and teachers examined the NWEA quadrants to discuss identifying students who may not meet their projected growth targets. Teachers met individually with students to discuss NWEA results, on-track status and attendance.

Additionally, the formation of small groups within classrooms allows teachers to identify students at varying ability levels; which provides data to assist them with modifying activities and assessments that address the needs of all students.

Teachers will continue integrating culturally relevant reading material in their lessons to capture student interest and tap into prior knowledge. Student reading opportunities will be extended using social studies content.

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

The school will continue to design teacher schedules to provide more collaborative planning time for teachers and ancillary staff to aid students in the classroom. Math teachers will also participate in math PLCs (led by the Assistant Principal) to discuss instruction, student activities and assessment and progress monitoring (esp. EL/DL students). As part of the school-wide data deep dive (conducted quarterly), administrators and teachers will focus on using NWEA math data to plan for more student-centered differentiation.

48.00

36.00

50.00

35.00

40.00

National School Attainment Percentile - Reading (Grade 2)

Eugene Field is a 5th-8th grade school.

(Blank)

(Blank)

0.00

0.00

0.00

National School Attainment Percentile - Math (Grade 2)

Eugene Field is a 5th-8th grade school.

(Blank)

(Blank)

0.00

0.00

0.00

% of Students Making Sufficient Annual Progress on ACCESS

EL students have been receiving instructional support in the ESL resource setting. EL students with composites below 3.0 have been identified for ESL pull-out instruction daily by an ESL endorsed teacher. Spanish dominant EL students will continue to receive native language support in all content areas twice weekly (in addition to ESL pull-out). The school will continue to provide Spanish language support in both reading and math classrooms by supplying Spanish language text in math class (and reading when available). Students also receive support in the English Language Development through their enrollment in the Rosetta Stone program.

More than 50% of the staff is ESL endorsed; which greatly supports the inclusion of WIDA language standards in lesson planning and instruction. The ELPT will continue to work with OLCE to provide ongoing development in ELD domains and lesson planning that supports differentiated student activities and modified student assessment for language diverse students.

28.60

(Blank)

40.00

50.00

60.00

Average Daily Attendance Rate

The staff has developed programs and incentives to acknowledge and encourage students who have attendance above the 95th percentile. The staff will continue to work collaboratively to plan incentives and activities for students with "on-track" attendance.

The school will conduct attendance meetings quarterly with parents of off-track" students to inform them about the importance of student attendance and the negative impact student absence has on grades, achievement and testing results. Administrators will continue to reinforce the connection between exemplary student attendance and academic performance.

Teachers will continue their one-on-one teacher consults with each homeroom student to review and discuss attendance, grades and test results. During these consultations, teachers will collaborate with students to set goals for their learning. This goal-setting will assist with teacher student planning for greater student agency and accountability as students develop personal goals to improve their classwork.

Truant students will continue to receive home visits. Through home visits, we hope to impact student attendance as we work to support parents and families in need.

96.10

95.90

96.00

96.50

97.00

My Voice, My School 5 Essentials Survey

Based on student responses in the My Voice, My School 5 Essentials Survey, the school counselor conducted a student survey to question students about their school concerns (both academic and social). In response to student feedback, the counselor planned weekly advisory activities (in collaboration with specials teachers) to address student concerns. The school will continue to build student advisory in the class schedule to build culture and community in each homeroom. During advisory, the students will continue to work with the counselor and resource teacher to work on individual projects for their personal growth as well as activities geared for improve student personal relationships with peers.

The principal and counselor will continue meeting quarterly with student focus groups (composed of Student Council and National Junior Honor Society members) to discuss student concerns as they relate to curriculum, instruction and school safety. Student feedback will be reviewed, and the school's ILT will meet to discuss and plan student-centered activities to address student concerns related to school culture and climate.

The staff will continue to meet collaboratively to review and discuss student responses to the My Voice, My School 5 Essentials Survey. As a result of those meetings, teachers will develop a meeting calendar which will enable them to collaborate and discuss instructional and behavioral concerns in the school.

(Blank)

(Blank)

(Blank)

(Blank)

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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

Strengthen teacher capacity to implement Guided Reading and Guided Math; with an emphasis on small group instruction and differentiation to meet the needs of General Education, EL, DL and gifted students.

Collaborate with New Field 4th grade teachers (quarterly) to discuss the vertical alignment of reading, math and science curriculum.

...then we see...

Classrooms that meet the instructional needs of all learners, which will translate into better instructional differentiation and modifications for both EL and DL students. We will also see an increase in teachers to work collaboratively with small groups of "high needs" students; which include our DL and EL students.

Greater reading, math and science instructional cohesion, and increased vertical alignment between 4th and 5th grade.

...which leads to...

An increase in the percentage of students meeting and/or exceeding reading, math and science growth targets on school-wide and district assessments, and increase in the percentage of students classified as "on-track".

Tags:

Academic support, Academic interventions, Academic growth

Area(s) of focus:

1

Action step

Facilitate and provide professional development for teachers and provide support and resources for teachers in the area of guided reading/math--small group instruction.

Utilize the expertise of staff (after they participate in professional development activities from CPS/other external PDs) to import their learning to other teachers in grade level or principal directed meetings.

Collaborate with New Field administration and teachers to plan vertically aligned curriculum in reading and math.

Responsible

Administrators and reading and math teachers

Timeframe

Aug 27, 2018 to Jun 21, 2019

Status

On-Track

Collaborative learning, Professional development, Pd calendars

Strategy 2

If we do...

Conduct student-centered surveys quarterly to inventory student interest and consider student feedback when planning instruction and student activities.

Then teachers will take the results of student feedback and collaboratively plan cross-curriculum activities quarterly.

The school will also use survey results to develop after school activities for both academic and extra-curricular activities.

Teachers will highlight the cultural diversity of students and bring in outside speakers and resources to celebrate the cultural diversity of students.

...then we see...

Increased student agency and interest in school; which translates into greater student buy in, participation in their own learning

...which leads to...

An increase in the percentage of students "on-track" and meeting their NWEA projected scores and reaching attainment.

Tags:

Student voice, engagement, Student voice surveys, School climate and culture

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Teachers and administrators will meet at the end of SY 2017 to write and administer a student interest inventory to ask student questions related to their academic and personal interests.

Administrators and teachers will conduct interest inventories quarterly to re-assess student interests and school satisfaction; using the results of this feedback to inform and/or refine their instruction.

Student survey responses will also be used to plan for extra-curricular activities.

Administrative staff will conduct an interest survey with New Field 4th grade students to gauge student interest in extra-curricular activities; survey feedback will inform planning for after-school activities.

Administrators & teachers

Sep 10, 2018 to Jun 14, 2019

On-Track

Instructional leadership team, Collaoration

Strategy 3

If we do...

Analyze student data results (i.e. ACCESS, student IEPs, NWEA scores & EasyCBM), and use this data for lesson planning, developing small groups and differentiating instructional activities for all learners.

...then we see...

Teacher developed lessons that reflect the varying instructional levels and needs of all students (EL, DL, Gen Ed and Gifted).

...which leads to...

An increase in the percentage of students "on-track" and meeting their NWEA projected scores and reaching attainment.

Tags:

Curriculum planning, Data informed instruction

Area(s) of focus:

3

Action step

Conduct data "deep dives" quarterly to assess student achievement and collaboratively plan differentiated lessons. Use Problem Solving Protocol (PSP) to do group lesson plan analysis

Responsible

Admin & teachers

Timeframe

Aug 27, 2018 to Jun 21, 2019

Status

On-Track

Instruction planning, Deep dives

Action Plan

Strategy 1

ON-TRACK

Facilitate and provide professional development for teachers and provide support and resources for teachers in the area of guided reading/math--small group instruction. Utilize the expertise of staff (after they participate in professional development activities from CPS/other external PDs) to impart their learning to other teachers in grade level or principal directed meetings. Collaborate with New Field administration and teachers to plan vertically aligned curriculum in reading and math."

Aug 27, 2018 to Jun 21, 2019 - Administrators and reading and math teachers

Status history

May 23

ON-TRACK

May 23, 2018

Evidence

-Sign in sheets -Agendas -Strategy worksheets - Student artifacts -Administrative feedback

Strategy 2

ON-TRACK

Teachers and administrators will meet at the end of SY 2017 to write and administer a student interest inventory to ask student questions related to their academic and personal interests. Administrators and teachers will conduct interest inventories quarterly to re-assess student interests and school satisfaction; using the results of this feedback to inform and/or refine their instruction. Student survey responses will also be used to plan for extra-curricular activities. Administrative staff will conduct an interest survey with New Field 4th grade students to gauge student interest in extra-curricular activities; survey feedback will inform planning for after-school activities."

Sep 10, 2018 to Jun 14, 2019 - Administrators & teachers

Status history

May 23

ON-TRACK

May 23, 2018

Evidence

Student surveys Feedback analysis

Strategy 3

ON-TRACK

Conduct data "deep dives" quarterly to assess student achievement and collaboratively plan differentiated lessons. Use Problem Solving Protocol (PSP) to do group lesson plan analysis"

Aug 27, 2018 to Jun 21, 2019 - Admin & teachers

Status history

May 23

ON-TRACK

May 23, 2018

Evidence

Data Analysis results Lesson Plans Student groups

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.

The school will send surveys home to parents at the onset of the school year to gather parental input about their expectations of the school. Additionally, quarterly meetings with administration will be held to discuss ways that parents can work more collaboratively with administrators, teachers and staff in the daily operation of the school. The school will also use BAC and PAC meetings to increase opportunities to discuss the programs occurring at the school both in the classroom and in after school tutoring classes.

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

"The Title 1 Annual Meeting is scheduled for September 29, 2018 at 9:15 a.m. The Title 1 PAC Organizational Meeting is scheduled for September 29, 2018 at 10:30 a.m."

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.

Eugene Field will offer flexible meeting times in order to afford parents the opportunity to attend LSC, PAC and BAC meetings throughout the school year. These meetings will provide an opportunity for parents to participate in decisions relating to the education of their children. To increase the school's parental outreach, Field School will advertise meeting times and dates on the school's marquee, create a school calendar identifying school activities, post meeting dates on the school's website and generate automated telephonic calls to announce 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.

The school will provide parents with reports of district-wide and state assessments in a format that is understandable to parents within a week of getting student results. When available, assessment results will be provided in Spanish. Information about when parents can expect these results will be posted on the school's website and included in the school's monthly calendar.

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.

To notify parents about teacher "highly qualified" status, a letter will be sent home informing parents if their child is not taught by a "highly qualified" teacher according to NCLB regulations.

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

Parents of Eugene Field students will take an active part in supporting their child(ren's) learning by ensuring that their child attends school every day, arrives on time and brings the necessary books and supplies to school. Parents will be invited to sign up for the CPS Parent Portal during Open House and subsequent report card pick up dates.

Parents will also monitor their children's homework completion reviewing by reviewing their child's student planner daily. Teachers will sign student planners daily to assign homework for each class. Parents interested in scheduling teacher conferences (in addition to RCPU) will be able to schedule appointments by contacting the Main Office or by directly contacting teachers by email.

The ancillary staff will work collaboratively with administrators to create a monthly school calendar (which will include Progress Report dates, Report Card Distribution dates, NWEA, ACCESS, PARCC and other testing).

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

The PAC and BAC will host parent meetings (at least five times annually) to provide parents with information about the school's instructional programs in the school that support learning for DL, EL Gen Ed and Gifted students. The Principal, AP and/or ELPT will be present to discuss curriculum and update parents on instructional practices for grades 5th - 8th. During Report Card Pick-Up, the school will use ancillary staff to assist parents with their enrollment on the CPS Parent Portal. Parents will be solicited to volunteer some time during the school day to assist teachers in the classroom or help with student activities and special projects. These might include (but are not limited to) Science Fair and History Fair. Parents will also be solicited to volunteer as a chaperone on field trips, serve as judges for science fair and history fairs and help to set up classroom displays and bulletin boards. Parents will also be asked to help with the planning of Field Day (a culminating spring activity). Each classroom teacher will be responsible for maintaining parental contact throughout the year in order to establish a positive parent/teacher relationship.

Administration will work with school partners to strengthen collaboration (i.e. Loyola University) to provide support services for students and their families.

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.

Teachers are required to update Gradebook weekly, and notify parents by telephone and/or in writing (sending out failure notices) if a child is "off-track" (grades below a "C"). Teachers will also maintain a communication log which includes dates, times and notes about parent communication and strategies discussed to get students back on track.

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.

N/A

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.

The school's website has a link that allows content to be translated into various languages. Flyers, meeting notes and other correspondence is always written in both English and Spanish to ensure parents can read and understand the content. When required, bilingual staff acts as translators for various meetings and programs throughout the school year.

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

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.)

We will align our efforts with the Common Core Standards to provide rigorous, accelerated, enriched and differentiated instruction with an emphasis on the development of critical thinking skills (which are critical in order for our student to function and flourish in a 21st Century society). We will ensure that best practices in writing and reading are integrated into professional development activities and daily instruction at Field; helping teachers work towards creating student-centered, collaborative, differentiated classrooms.

The Eugene Field community strives to ensure that all students, (including students with diverse learning needs), are equipped with sound character and the knowledge and skills necessary to meet the challenges of high school and the ever-changing, highly technological world.

Vision: We, the staff, parents and the community of Field Elementary School in the pursuit of academic excellence, are dedicated to the students whom we serve. The rigorous curriculum, along with the experience and expertise of teachers will create well-rounded, life-long learners. The Eugene Field community aspires to meet the needs of all students, (especially students with diverse learning needs) by differentiating student activities and assessments and providing data driven instruction that is aligned to the Common Core Standards. We seek to infuse technology and reading and writing into the curriculum by offering students the opportunity to engage in the writing process by providing modeled, shared and independent opportunities to write and publish.

Theory of Action: Our school's theory of action is building effective collaborative teams that will frequently look at student work and data to shape our instructional practice and focus to improve student learning.

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.

A mandatory Parent Orientation Night will be held at Eugene Field in September to provide parents with an opportunity to meet their child's teacher and to review school policy. Parent-Teacher conferences will be held during Report Card Pick-up in November and April. Teachers will also be responsible for contacting parents in writing, by telephone or email to arrange parent-teacher conferences whenever events occur that may impact a student's performance.

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 receive both Progress Reports and Report Cards throughout the school year. Progress reports will be distributed every five (5) weeks. Parents will be notified by classroom teachers in the event that a student's grade falls below a "D".

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

All parents will be provided with every teacher's email addresses. Parents will also receive letters from teachers notifying them about teacher availability for in-person conferences. Parents will be encouraged to contact teachers by email or telephone to arrange conferences during non-instructional times (before/after school or teacher prep period). The staff of Eugene Field will be accessible to meet with parents through scheduled appointments. Teachers must contact parents within 48 hours after receiving communication.

All teachers will be accessible for short conferences on mandatory Report Card Pick-Up days in November and April.

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.

The school will encourage parent involvement in the school through the Parent Advisory Council (PAC) and the Bilingual Advisory Council (BAC). The school will hold PAC and BAC elections in September to select officers. Additionally, teachers will solicit parents to assist in the classroom and/or serve as chaperones for field experiences. Parents will be encouraged to take an active role in their child's education by having a frequent presence in the school. Each classroom teacher will be responsible for parental contact throughout the year in order to establish (and maintain) a parent/ teacher relationship.

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

Parents will receive training by school staff in the use of Parent Portal during the school's Open House and Report Card Pick-Up. Parents will be invited to enroll their children in after school homework help, reading and/or math tutoring (which will be offered weekly).

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 have access to teachers to discuss concerns related to the education of their children by telephone, email, and scheduled conferences. Additionally, parents will be able to discuss educational concerns during Report Card Pickup. Parents will also be invited to attend monthly LSC meetings so that they can keep abreast of school-related events and activities that directly impact students.

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 conduct one-on-one conferences with all students (quarterly) to discuss their on-track status and criteria for remaining "on-track". Administrators and teachers will meet with student groups every semester to review academic expectations, attendance requirement and adherence to CHAMPS/PBIS requirements as part of their "on-track" status. Teachers will remind students what is required by CPS for remaining on track: 95% attendance, behavior compliance (no misconducts) and grades of "C" or higher in both reading and math. During one-on-one student conferences, teachers will discuss student data (NWEA and/or PARCC results) and plan action steps to improve student achievement.

Parent Budget

Complete

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

The goals for increasing parental involvement include: creating a monthly school calendar of school events to inform parents about all school-related activities for the year. The school calendar will be included in each student's school planner, be distributed to students monthly and be included on the school's website. Through the Parent Advisory Council (PAC), parents will work collaboratively to plan activities and identify workshop topics geared at improving the school/family connection.

The PAC will work together to create a Parent Activity Calendar for SY 2018-2019. This calendar will be completed by parents by the end of October 2018 (and will include themes related to ways parents can effectively work with the school and their child(ren). Based on previous parent concerns from SY 2017-2018, future topics will include:

- Gang recruitment and student safety
- Effective ways to assist teachers in the classroom
- Using technology at home to support student classroom learning
- Building communication between the school and the home

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 400	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 200	.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)	\$ 558	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0	.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.	\$ 0	.00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1	\$ 0	.00

parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	0	.00
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53306 **Software**

Must be educational and for parent use only.

\$	0	.00
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55005 **Furniture and Equipment**

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

\$	0	.00
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