



Fairfield Elementary Academy / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
04/06/2018	CIWP Team (all, except: Y. Catalan, J. Johnson)	Identify Priorities & Overview of SQRP Calculator
04/12/2018	Support Staff Meeting	Stakeholder input session
04/11/2018	Support Staff Meeting	Stakeholder input session
04/10/2018	All grade-level teachers	Stakeholder input session
03/23/2018	CIWP Team	Identify Priorities
03/09/2018	CIWP Team	CIWP Overview SEF focus
04/13/2018	CIWP Team Meeting (LSC, Parent, Community Representation)	Solidify Priorities
04/20/2018	CIWP Team (all, except: Johnson, Santiago, Ortega, and Rivera.	Theory of Action: (adjustments to implementation plans and review of teacher survey data)
09/14/2018	CIWP TEAM	Review and Revision of Priorities, Goals and Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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.

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Shared Mission

"Our mission at Fairfield Academy is to empower and inspire children and adults to strive, serve, and soar in all endeavors. We will positively impact life trajectories by developing each child's intellectual, civic, and creative capacities to their fullest."

Shared Goals

Fairfield School Goal 1: Primary students will have accelerated progress in reading levels to ensure that all students are reading on or above grade level by the end of 2nd grade.

Fairfield School Goal 2: Students in 3rd-5th grade will have high quality learning experiences by engaging in small-group instruction and independent practice daily.

Fairfield School Goal 3: Students in 6th-8th grade will have high quality learning experiences by engaging in small-group instruction and independent practice daily while also engaging in civic dialogue to co-create a supportive environment for all students.

On Track- Comprehensive Data Reports

Data Inquiry Cycles

Reflective Meetings with Principal

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

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evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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.

Meetings

Meetings are held every Friday from 3:15-4:30.

Collective Agreements: Be respectful of others opinions/ time, Collaborate, Be honest/open minded, Be fully present.

Every meeting has a timekeeper and note taker.

Members

Ms. Ahern, Mrs. Catalan, Mr. Dillon, Ms. Fabian, Mr. Heredia, Ms. Garcia, Mr. Johnson, Ms. Marshall, Ms. López, Mrs. Santiago, Ms. Shanahan, Mr. Muñoz

Data

ILT members engaged in data inquiry using the Atlas Data Protocol.

Atlas Data Protocol: Facts(What do you see?) Interpretations/ Wonderings (What does the data suggest? What may be the root cause of the outcomes?) Implications (What does this mean for our work? Define the problem of practice.) Theory of Action (Identify two to three strategic priorities. "If we do...then we will get")

Data frequently analyzed: SQRP, Attendance, On Track, NWEA, Lesson Plans, and Gradebooks

Professional Development

ILT reviewed John Hattie's research on a variety of factors that impact students' learning. ILT members identify top areas of professional development that would help teachers maximize their impact on students' learning. Each member of ILT provided a professional development to staff members on inservice day.

ILT members engaged in UofC 5 Essential professional learning over the course of the 2017-2018 school year.

MAP Skills

ILT engaged in professional learning on NWEA program for students.

ILT member exchanged ideas on practical usage of program.

NWEA Insight

ILT members engaged in professional learning on NWEA data tool for teachers.

ILT member exchanged ideas on practical usage of data tool.

Second Step

ILT members engaged in reviewing social emotional curriculum to implement at the school-wide level.

ILT members provided feedback on the implementation of program at school-wide level.

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	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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:

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

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During the 2017-18 school year, Fairfield teachers engaged in a wide-range of learning opportunities not only as participants but also as presenters to their Fairfield learning community as well as to the Network and District learning community. These professional learning experiences are rooted in research and have included: Fairfield teachers leading and attending CPS Summits on Math, Science, Social Studies and ELA focused on developing student agency, identity and authority, teachers attending network pd on data driven instruction, balanced literacy and math professional learning. Fairfield has also invested in professional learning at the school through Balanced Literacy PD presented by Rachel Dahl, Common Core literacy standard implementation presented by Dr. Diane Carry, CHAMPS Social Emotional Learning presented by Samantha Kind, TruMath Implementation provided by Euna Bae.

During teacher institute days, teachers led numerous whole group and smaller group break out session created and attended according to teacher interest. After attending professional learning teachers are given ample time to try new strategies and refine skills. Formal and informal peer observations have also been conducted at Fairfield involving all teachers this past school year. Grade-level meetings provide weekly opportunities for teachers to meet to discuss student data, teacher practice, assessments, social emotional learning, priority students and MTSS.

It is a goal to continue and enhance the work this year around professional learning year through increased opportunities for teachers to be involved in more job embedded learning opportunities with their colleagues and consultants. In order to improve our professional learning score over the cycle of this CIWP Fairfield will also work to create more sustainable systems and structures for conducting more frequent non-REACH observation to provide coaching and actionable feedback as well as develop more structured and concrete induction support for new teachers.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

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Time distribution for core content areas at Fairfield Academy are aligned to the CPS mandated time allocation. In order for administration and staff to effectively meet time allocation of mandated content areas, teachers servicing students, created time distribution schedules delineating how their instructional day is breakdown.

Working In The Schools, WITS, is a community-based partnership that Fairfield that has been working with consistently for 9 years. Volunteers of lawyers come to the school weekly to read with a groups of students to further their reading skills and reading comprehension. There is no current data that supports the effectiveness of the partnership.

To date, Fairfield does not have a team or committee that conducts interviews for open positions. Nor is there a formal protocol known to staff when conducting interviews. Also, we do not have and acquire data in teacher retention and/or reasons for making the decision of leaving Fairfield.

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:

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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.

Fairfield continues to focus on the implementation of the Illinois Common Core Learning Standards, WIDA standards, Illinois Social Emotional Learning Standards and Next Generation Science standards. The incorporation and delivery of these standards continues to be an area of growth at Fairfield.

Fairfield recently purchased a viable set of math (GoMath) and reading (Thinking Core) instructional materials. Teachers feel that these materials provide options for a wide variety of teaching methods and resources--workbooks, online assessments, performance tasks, visual resources that can be displayed via SMARTboards, etc,. Scaffolded instruction and rigor is in line with what students should know and be able to do. There is intentionality with providing access to all students to an academically viable curriculum that inspires students to think and produce high quality work. Teachers feel that the scope of resources provided by GoMath fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners.

As for Social Emotional Learning, Kindergarten through third grade use PATHS as part of their curriculum to support it. ELL and diverse learners are supported through differentiated instruction. Grade level meetings occur on a weekly basis. There is a focus on examining student work and engaging peers to find more effective ways/methods of addressing the needs of all students through small group instruction. However there is a lack of a coherent literacy instructional program. Although teachers are using the Think Logic graphic organizers, teachers feel that it is difficult to teach skills in line with grade level state standards, particularly because we currently do not have a coherent set of instructional materials as we do for math.

During the beginning of the 2017-2018 academic year, teachers received PD on Balanced Literacy. Authentic texts were purchased during the 2017-2018 academic year so that teachers could utilize these during the Read Aloud segment of the literacy block. Leveled Literacy Interventions (LLI) instructional materials were also purchases in the middle of the 2017-2018 academic year. LLI is an effective short-term intervention program, that provides daily, intensive, small group instruction currently being used for the after school struggling readers program. Yet, the inconsistency of pacing guides lead to gaps in having a curriculum that is aligned vertically or horizontally. Some teachers are integrating Social Emotional Learning into academic learning but it's not evident across the whole school. Results from the School Climate Survey show that some teachers are unaware of the Social Emotional Learning Standards.

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)

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Fairfield currently has access to the navigation of Smartboards, laptops, and ELMOs. Fairfield has made huge gains in overall learning of technology and the efforts to bring our students into 21st Century format of learning. Students have accessibility to reading and math websites on laptops on a consistent basis (five to six times a week). Students are receptive to the new equipment. Access to a Smartboard have allowed teachers the opportunity to integrate videos and online resources to implement/support instruction. In addition, during teachers were provided with math manipulatives at the onset of the 2017-2018 school year to support mathematics instruction and Scholastic leveled readers were provided to support small group instruction. Leveled Literacy Intervention program was purchased for the after school struggling readers program IXL is also used by most teachers in 3rd-8th grade. Teachers still feel there is a huge need to bring more cohesiveness to the literacy program at Fairfield geared toward small group instruction. This would eliminate the need to search for materials to teach CCSS in language arts. Classroom libraries and a bookroom is available to all teachers, however there is average evidence that these resources are being used consistently by teachers. All classes have received classroom libraries and others have not. The bookroom has plenty of materials but teachers feels that these have not been organized in an easy-to-access system/manner. As we continue to move towards student-directed learning, students should be given choices about instructional materials as part of their learning experience.

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

Based upon SQRP data from the previous year, student attainment is below average, while growth is heading towards above average. Similarly, both categories are experiencing much more success in reading than in math. Although the GO Math curriculum has been identified and used for the past three years, more attention and PD should be paid to it in order to address the gaps between the two disciplines in regards to student outcomes produced for each through EOY assessments. In particular, multi-grade progressions that stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd) must be established in order to ensure that student attainment and growth in math increases in a way that will allow for continuity. Learning walks and classroom observations are conducted by the consistently throughout the year by the administrative team, this consistency has created accountability among all staff in regards to working with small groups and differentiating lessons that consist of supports for students across all grade-levels. Through the Thinking Core curriculum, literacy has been greatly enriched due to providing all students and teachers with complex texts to use with students as well as complex grade-level questions that allow for the creation of rigorous tasks. These tasks created through the Thinking Core curriculum also are completely standards based and incorporate multiple standards throughout, emphasizing evidence based responses. Throughout our school, regardless of the discipline, tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening. Teachers have also assisted CPS Summits in order to discover new strategies that encourage the growth of student's agency, authority, and identity for when they are engaged in rigorous tasks. However, this knowledge must find its way to be made accessible to all teachers so that these learning strategies and pedagogy can be implemented school-wide. There is a school-wide belief that all students can learn and these expectations are due to the structures that been developed by teachers that enable practice and perseverance for each individual student. These structures were emphasized during the beginning of the year through CHAMPS training so that teachers could begin the year emphasizing the structures and procedures needed for students to have an environment in which rigorous tasks can be accessed effectively. As a school, the necessity of attendance and engagement every day in order to succeed is communicated on a daily basis with daily announcements praising students who are here and creating tangible awards that are immediate as well as goals that they must work towards in order to increase attendance.

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	<ul style="list-style-type: none"> 1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Anticipations Reflect Today's Higher Standards? ✓ Student Work Protocol (SQAP) ✓ 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)

Due to the CHAMPS training that was attended by all teachers at the beginning of the year, appropriate structures and procedures have been put in place in order to ensure that all students transitioning in the middle of the year or the like, do not suffer as heavily from the adverse effects typically experienced by students arriving part-way through the school year. However, due to a very low retention rate, leaves of absence, and staff attendance, English learners have not consistently received services that they should in order to monitor their progress. With the 8th grade, students have been exposed to various universities, colleges, and high schools in order to give them an aspiration and a goal to work towards. Such places such as the University of Chicago, UIC, Walter Peyton High School, etc. These experiences have provided students with opportunities to discover personal talents and skills, identify career interests, and with the knowledge about what coursework/activities are necessary to reach these personal, academic and career goals. However, the conversation about college and higher education must be started in primary grades and parents must be made aware of academic opportunities and supports for their child. However, considering that one of the weaknesses of our school lies in mathematics, we could very much possibly see significant improvement from our higher achieving students if they were provided with access to 8th Grade Algebra to all eligible 8th grade students so that they could be able to transition into a higher achieving math course in high school. Students are also taught to analyze their NWEA test scores, as well as how to connect attendance and grades to their on-track rate. From these conversations, most students are able to adjust their actions and behavior to make progress toward graduation. All teachers are also attempting to provide support and motivation for students to encourage B's or better. A school-wide effort is also being used towards improving attendance as we are currently using multiple incentives that are both long-term and short-term. As a school, the necessity of attendance and engagement every day in order to succeed is communicated on a daily basis with daily announcements praising students who are here and creating tangible awards that are immediate as well as goals that they must work towards in order to increase attendance.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.

- Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships awarded ✓ 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"> ✓ Enriching 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 (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Currently at Fairfield Academy, instruction is a strong priority that has seen significant growth. All Math and Literacy classrooms use a balanced learning model that includes small group instruction time. In literacy, the Balanced Reading model is used so that students are exposed to multiple complex texts throughout the literacy block both at their grade level and at their individual reading level. In both Math and Literacy, students are grouped based on the most current data available. In Math, groups are created based on NWEA data. In ELA, students are grouped based on NWEA test results and the Benchmark Assessment System created by Fountas and Pinnell. In some cases, students are grouped heterogeneously for small groups so that students can assist one another and push each other's thinking. When they see a teacher, their group is still homogeneous so that the teacher can properly differentiate for each group.

Students are held to high expectations as seen through cognitively demanding tasks. All instruction is aligned to Common Core Standards, meaning objectives and tasks are aligned. Teachers drive instruction with well-crafted learning tasks that get to the heart of the standards. Instruction is developed through the gradual release model. Teachers model the skill, practice with students and then send students off well-prepared to do their own independent work. At Fairfield Academy, independent practice is thoroughly valued but only when the proper scaffolds have been put in place to lead to success.

Classroom culture and instruction are driven by open-ended questions and discussion based learning. Discussion is used to encourage discourse. Students are prompted to use sentence stems such as "I agree and would like to add on ..." or "I respectfully disagree because..." Specifically, Math Talks are used daily to encourage respectful discourse in the classroom.

Further, in literacy, book clubs and Guided Reading are spaces in which discussion is encouraged and frequently facilitated by students, giving them agency over their learning. Teachers create systems to encourage discussion based learning such as creating "Think Tank" questions. Students are always encouraged to use text evidence and academic language to push their conversations to a deeper level. Teachers use various strategies to ensure all voices are heard. For example, many teachers write all students names on popsicle sticks and pull them at random to ensure they are calling on all students.

There is evidence of teachers responding to situational demands by monitoring student progress. In lesson plans, teachers anticipate and outline potential misconceptions as a way to prepare for instructional adjustment. Teachers build in various checks for understanding using methods such as "Turn and Talk," "Think, Pair, Share," writing answers on white boards, or using gestures to answer a multiple choice question. Based on checks for understanding, the teacher adapts the lesson daily.

Sometimes, this results in differentiated objectives for student groups. Further, in lesson plans, teachers provide extra supports and scaffolds for Diverse Learners and English Language Learners. This ensures the teacher is ready with targeted supports that can lead to success of all students at Fairfield.

Reflection is a core value at Fairfield Academy and that is strong within instruction. Teachers include time for reflection so that students can think internally about how they can apply the skill they learned to their future learning. Another way Fairfield reflects to encourage better instruction is through peer observations. All teachers are encouraged and held accountable to observe a peer in the classroom to gain new strategies for their practice and to give meaningful feedback to the observed teacher. This protocol keeps instruction at Fairfield fresh and collaborative.

There is a school-wide expectation to display a marker-board configuration that shows standards, an objective, and an agenda for the day. This keeps students and teachers organized and ensures there is intention behind the learning tasks of the day.

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"> ✓ SGRF 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

Schoolwide assessment data includes NWEA (BOY, MOY, EOY) to measure student performance in ELA and Math, REACH Performance Tasks to measure individual teacher efficacy, and ACCESS to measure ELL student language use in the academic setting. In the primary grades, teachers assess early development with DIBELS/TRC and mCLASS Math. Throughout the school, teachers assess student development and understanding with a variety of embedded formative and summative assessments correlated with curriculum (GoMath, Thinking Core). Teachers use data from assessment to adjust and inform teaching practices, such as creating NWEA data informed small groups and adjusting instructional pace in response to formative assessment. Teachers use information from IEPs and 504 plans to provide accommodations to Diverse Learners. To a certain degree, teachers administer summative assessments on a 5-week basis. The school is moving towards building common assessment practices across and between grade levels to ensure accurate understandings of student achievement throughout the PK-8 school years. Teachers communicate student grades to students and parents through Gradebook. Grade level teams collaborate on collective grading practices (i.e. frequency, type, weight) and adjust throughout the year as needed. Teachers supplement curriculum-based assessments with resources from the CPS Knowledge Center (such as Math Performance Tasks). Teacher teams regularly review student achievement data to inform schoolwide instructional practices.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 3 4

At Fairfield Academy, teachers commit to providing high quality Tier 1 instruction to all students. Fairfield currently follows the CPS recommended block scheduling for core subjects, which includes whole group instruction (Tier 1) and small group instruction (Tier 2) to respond to individual learners' needs. The intentionality of small group instruction is evident in weekly lesson plans submitted by teachers across each grade level. In addition, Tier II and Tier III interventions are recorded and monitored using Gradebook's MTSS tool. Interventions are logged by teachers who implement Tier II instruction for specific students, and interventions being implemented correspond to the district recommended intervention Tier.

On a daily basis, attendance is monitored at a schoolwide level. Classroom attendance averages are communicated to teachers and other staff weekly. Teacher teams convene to discuss and analyze on track rates for students quarterly, as new data is released. Analysis of on track data is prioritized, especially during grade level meetings, when teachers are afforded the opportunity to identify trends in data and engage in action planning to address the needs of particular students (academic, behavior, attendance). Since the start of the 2017-2018 school year, teacher teams have engaged in data analysis cycles, with on-track data and attendance being at the forefront of data talks. On-track data is communicated to staff members and analyzed during ILT meetings every 5 weeks.

Despite actions taken to address academic needs, or the efforts of individual teachers, there is little evidence of supports and interventions being implemented and progress monitored to support students' Social and Emotional Learning at the schoolwide level. Teachers at Fairfield have agreed that Fairfield needs an SEL curriculum so that SEL becomes evident at the schoolwide level. In addition, efforts with MTSS to support students need to be documented with more consistency than is evident in Fairfield's current practice. Although teachers do differentiate instruction and use data sources such as NWEA scores to address students' needs, students' academic trajectories are aligned to planned curricula and resources, and are not explicitly tailored to students' needs, ability levels, or interest levels.

Efforts with MTSS should be evident and consistent across academics, social & emotional learning, and attendance.

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	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

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

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 2 3 4

According to the My School My Voice Student Survey, 30% of students disagree and 13% strongly disagree when asked if teachers kept their promises. A lack of relational trust between student and teacher that can negatively impede the learning process. There could be some improvements made to improve student teacher relational trust. According to the 5 Essentials Report. The school counselor conducts check-ins and check-outs with a select number of students as a Tier 3 intervention strategies but a formal check in protocol for all students have not been established. On the 5 Essentials Survey Teacher-Principal Trust was given weak. Many teacher did not trust the Principal with her words 11% of teachers strongly disagree and 15% disagree when asked if they trusted the Principal on his/her word. Teacher collaboration practices was strong, but neutral in performance and in collective responsibility according to the 5 essentials. A recent activity conducted by ILT members revealed that the school culture needed some focus around building relational trust among the adults in the building.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
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	
<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD) 	

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Basketball, Chess Club, LLI, OST after school programming (science club, drama club, robotics club, coding, fitness and jogging club, C.E. O., math and literacy club, WE), track, soccer, cross country, volleyball, course work for seventh grade constitution test, Illinois studies in fourth grade, 8th grade after school constitution test study group, and afterschool homework help, Reparations Won Curriculum

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 SVG) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 2 3 4

Based on the My Voice, My School Survey students report outside of school 46% feel mostly safe or very safe. Traveling between home and school 61% feel mostly safe or very safe. In the bathroom of school 66% feel mostly safe or very safe. In the hallway 84% feel mostly safe or very safe. In the classroom 91% feel mostly safe or very safe. According to the School wide climate survey, 30% of adults strongly agree and 59% agree that adults consistently intervene when they see or hear about students in distress. 22% of adults strongly agree that students know how to seek support if they feel unsafe and 54% of adults also agree. 31% of staff strongly agree and 67% of staff agree that students move through the building in a safe and orderly manner and have efficient routines for arrival and dismissal.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 3 4

All teachers attended CHAMPS training and are implementing in their classrooms. Multi Tier System of social emotional and behavioral growth. Discipline Protocols are in place for managing students behavior. CPS Code of Conduct are implemented based on the behavior issue. More security personnel is available in the building to address students' needs in relation to behavior. Discipline data for misconduct shows a trend towards fewer misconducts between all behavior groups. There has been a decrease of out school suspensions, the rate for the year was 6%.

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, re-teach expectations,

- build social & emotional skills, repair relationships, and cause minimal disruption to learning.
- Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
- Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
	✓ 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.

School development/strong parental partnerships; parent teacher conferences, collaboration logs with parents, email between parents and teachers, newsletters, parent workshops around academic, social/emotional, & other content areas, parent portal, computer classes, and nutrition classes for families. Parents are encouraged to volunteer; LSC, PAC, BAC, end of the year picnic, picture day, open house, parent/teacher conferences, attendance dance, winter assembly, mother's day assembly, Black history month assembly, book fair, Halloween party, skating party, fundraising, field trips, and parents are networking to develop classes. Parent communication; newsletters, letters to parent, flyers, calendars in multiple languages, Class Dojo & Fairfield website and robocalls. Parents are encouraged to send emails, phone calls, and express concerns during parent participation at committee meetings.

Parent workshops: "I am the first teacher", "Free Financial Coaching", "How to Encourage your children", "Academic Socio-Emotional Support", "How to create powerful memories with my children", "A healthy mind in children and adolescents", "The advantages and disadvantages of using social networks", and "Discipline at home without anger or yelling".

Guide for Parent and Family Partnership

- Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.
- Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).
- Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- Frequently communicate with families about class and individual activities and individual student's progress.

- Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
- Send regular, positive, personalized communication from a staff member.
- Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Measures	✓ 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	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 <input type="checkbox"/> 2 <input type="checkbox"/> <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Relational Trust	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐

3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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National School Growth Percentile - Reading

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. balanced literacy, a high emphasis on small group instruction and a systematic approach to data collection on both teacher and student outcomes) that were put into place during the 2017-2018 academic year. Previous trend data in the area of Reading (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years has hovered over the mid-high 70th percentile performance. However, there were drastic organizational adjustments made over the summer of 2017 that have served as a foundation for behavior and emotional skill development. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. We expect that with the newfound focus on developing students' and adults' capacities to develop in socio-emotional development will enable the establishment of a healthier school climate and result in higher engagement of all school community members. In addition to this, during the Summer of 2017, a Balanced Literacy Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around each literacy block. Each literacy block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the balanced literacy block. A backwards design approach was created so that Fairfield can set both long-term and short term goals for the year that are 'trackable'.

Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, etc.), Fairfield identified a high-leverage sub-segment (i.e. Guided Reading and/or small group instruction) to focus on for both professional learning and to measure individual student growth.

To build collective capacity around this sub-segment, the following was provided for classroom teachers:

Fountas and Pinnell professional books (i.e. Guided Reading, Literacy Continuum).
Curricular Resources (F&P Prompting Guide, Linda Hoyt's Interactive Read Aloud for K-6th ELA teachers).

Partnership with external PD providers (Reading Coach (Rachel Dahl))

Hiring of on-site Literacy Coach/Interventionist at Fairfield.

Guided Reading Lesson Plan Template to provide teachers with a focus of areas that would be observed during learning walks and/or informational observations.

Focus on prompting for the development of strategic reading behaviors during the reading process.

Professional training provided by Network 10 in the area of Guided Reading.

The academic year 2016-2017 served as a foundational block for both classroom management (CHAMPS framework implemented) and instruction (i.e. literacy and math implementation plans). During the 2018-2020 academic years, there will be a continued focus on aligning assessments (formative, summative, and anecdotal observations) with responsiveness to students via small group instruction. During the 2018-2019 academic year, Fairfield will transition from Amplify (as the assessment to measure individual reading progress) to BAS (Benchmark Assessment System).

78.00

76.00

95.00

89.00

95.00

National School Growth Percentile - Math

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. math block incorporating the gradual release of responsibility, a higher emphasis on small group instruction, and a systematic approach to data collection on both teacher and student outcomes) implemented at Fairfield during the 2017-2018 academic year.

50.00

27.00

95.00

81.00

89.00

Previous trend data in the area of Math (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years demonstrates regression from the 50th percentile (Sy2016)) to the 27th percentile (SY 2017). During SY 2017-2018, there were drastic organizational adjustments made over the summer of 2017 that served as a foundation for behavior and emotional management for students. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. These improvements are attributed to tailored professional development that was responsive to student discipline data and the 5 Essentials data (both student and staff perceptions). During the summer of 2017, teachers received responsive training around the CHAMPS framework and the Fairfield team identified key components that would be implemented in every classroom to ensure a sense of consistency and anticipation around school-wide and classroom expectations for students. In addition to this, in response to 5 Essential data, specifically student perceptions, the Fairfield team identified the need to focus on establishing a supportive environment for students, heightening a need to build strong and positive relationships with students. We expect that with the newfound stability, relating specifically to student and adult behavior, teacher teams have been able to maximize instructional time that will serve to promote student academic and socio-emotional growth.

In addition to this, during the Summer of 2017, a Math Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around the math block. Each math block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the math block. A backwards design approach was created so that Fairfield can set both long-term and short term goals for the year that are 'trackable'.

Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, African Americans, Latinos, STLS, etc.), Fairfield identified a high-leverage sub-segment (i.e. small group instruction) to focus on for both professional learning and to measure individual student growth.

To build collective capacity around this sub-segment, the following was provided for classroom teachers:

- A set of look-fors for every sub-segment of the Math block
- A rollout of the Math Implementation Plan

The academic year 2016-2017 served as a foundational block for both classroom management (CHAMPS framework implemented) and instruction (i.e. literacy and math implementation plans).

During the 2018-2020 academic years, there will be a continued focus on aligning assessments (formative, summative, and anecdotal observations) with responsiveness to students via small group instruction.

During the 2018-2019 academic year, Fairfield will continue to use the IXL resource as a means to continuously administer adaptive math assessments to systematically identify boundaries of the next learning phase for each student.

% of Students Meeting/Exceeding National Ave Growth Norms

Reading Plan:

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. balanced literacy, a high emphasis on small group instruction and a systematic approach to data collection on both teacher and student outcomes) that were put into place during the 2017-2018 academic year. Previous trend data in the area of Reading (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years has hovered over the mid-high 70th percentile performance. However, there were drastic organizational adjustments made over the summer of 2017 that have served as a foundation for behavior and emotional management. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. We expect that with the newfound stability, relating specifically to student behavior, has enabled teacher teams to maximize instructional time that will aid to resulting in student growth.

In addition to this, during the Summer of 2017, a Balanced Literacy Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around each literacy block. Each literacy block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the balanced literacy block. Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, etc.), Fairfield identified a high-leverage sub-segment (i.e. Guided Reading and/or small group instruction) to focus on for both professional learning and to measure individual student growth.

To build collective capacity around this sub-segment, the following was provided for classroom teachers:

Fountas and Pinnell professional books (i.e. Guided Reading, Literacy Continuum).
Curricular Resources (F&P Prompting Guide, Linda Hoyt's Interactive Read Aloud for K-6th ELA teachers).

Partnership with external PD providers (Reading Coach (Rachel Dahl))

Hiring of on-site Literacy Coach/Interventionist at Fairfield.

Guided Reading Lesson Plan Template to provide teachers with a focus of areas that would be observed during learning walks and/or informational observations.

Focus on prompting for the development of strategic reading behaviors during the reading process.

Professional training provided by Network 10 in the area of Guided Reading.

The academic year 2016-2017 served as a foundational block for both classroom management (CHAMPS framework implemented) and instruction (i.e. literacy and math implementation plans). During the 2018-2020 academic years, there will be a continued focus on aligning assessments (formative, summative, and anecdotal observations) with responsiveness to students via small group instruction. During the 2018-2019 academic year, Fairfield will transition from Amplify (as the assessment to measure individual reading progress) to BAS (Benchmark Assessment System).

56.60

53.20

75.00

67.00

75.00

African-American Growth Percentile - Reading

52.00

62.00

70.00

91.00

95.00

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. balanced literacy, a high emphasis on small group instruction and a systematic approach to data collection on both teacher and student outcomes) that were put into place during the 2017-2018 academic year. Previous trend data in the area of Reading (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years has hovered over the mid-high 70th percentile performance. However, there were drastic organizational adjustments made over the summer of 2017 that have served as a foundation for behavior and emotional management. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. We expect that with the newfound stability, relating specifically to student behavior, has enabled teacher teams to maximize instructional time that will aid to resulting in student growth.

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To build collective capacity around this sub-segment, the following was provided for classroom teachers:

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Guided Reading Lesson Plan Template to provide teachers with a focus of areas that would be observed during learning walks and/or informational observations.

Focus on prompting for the development of strategic reading behaviors during the reading process.

Professional training provided by Network 10 in the area of Guided Reading.

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In addition to the approaches delineated above to improve outcomes in both literacy and math for all students, Fairfield will continue to monitor students of diverse backgrounds (ELs, Diverse Learners, African-American, Hispanics, STLS, etc.) progress via On-Track data and grades (i.e. Gradebook). During the 2017-2018 school year, Fairfield implemented a cycle of learning structure via grade band meetings. Every week, for principal directed time, teacher teams engage in the following:

Week 1: Analyze Reading and Math data

Week 2. Analyze Reading and Math data for specific sub-groups (Diverse Learners, English Learners, African-Americans, Hispanics, STLS) and identify research-based methods to responsiveness to student outcomes

Week 3: Responsiveness into practice

Week 4: Peer-Observations (responsiveness into practice)

Through a continuous focus on real-time outcomes and research-based responsiveness and the co-analysis of its' impact on student learning, Fairfield will continue to see improved student outcomes for students.

Hispanic Growth Percentile - Reading

90.00

85.00

70.00

89.00

95.00

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. balanced literacy, a high emphasis on small group instruction and a systematic approach to data collection on both teacher and student outcomes) that were put into place during the 2017-2018 academic year. Previous trend data in the area of Reading (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years has hovered over the mid-high 70th percentile performance. However, there were drastic organizational adjustments made over the summer of 2017 that have served as a foundation for behavior and emotional management. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. We expect that with the newfound stability, relating specifically to student behavior, has enabled teacher teams to maximize instructional time that will aid to resulting in student growth.

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Professional training provided by Network 10 in the area of Guided Reading.

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Week 3: Responsiveness into practice

Week 4: Peer-Observations (responsiveness into practice)

Through a continuous focus on real-time outcomes and research-based responsiveness and the co-analysis of its' impact on student learning, Fairfield will continue to see improved student outcomes for students.

English Learner Growth Percentile - Reading

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. balanced literacy, a high emphasis on small group instruction and a systematic approach to data collection on both teacher and student outcomes) that were put into place during the 2017-2018 academic year. Previous trend data in the area of Reading (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years has hovered over the mid-high 70th percentile performance. However, there were drastic organizational adjustments made over the summer of 2017 that have served as a foundation for behavior and emotional management. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. We expect that with the newfound stability, relating specifically to student behavior, has enabled teacher teams to maximize instructional time that will aid to resulting in student growth.

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In addition to this, during the Summer of 2017, a Balanced Literacy Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around each literacy block. Each literacy block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the balanced literacy block. Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, etc.), Fairfield identified a high-leverage sub-segment (i.e. Guided Reading and/or small group instruction) to focus on for both professional learning and to measure individual student growth.

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Focus on prompting for the development of strategic reading behaviors during the reading process.

Professional training provided by Network 10 in the area of Guided Reading.

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In addition to the approaches delineated above to improve outcomes in both literacy and math for all students, Fairfield will continue to monitor students of diverse backgrounds (ELs, Diverse Learners, African-American, Hispanics, STLS, etc..) progress via On-Track data and grades (i.e. Gradebook). During the 2017-2018 school year, Fairfield implemented a cycle of learning structure via grade band meetings. Every week, for principal directed time, teacher teams engage in the following:

Week 1: Analyze Reading and Math data

Week 2. Analyze Reading and Math data for specific sub-groups (Diverse Learners, English Learners, African-Americans, Hispanics, STLS) and identify research-based methods to responsiveness to student outcomes

Week 3: Responsiveness into practice

Week 4: Peer-Observations (responsiveness into practice)

Through a continuous focus on real-time outcomes and research-based responsiveness and the co-analysis of its' impact on student learning, Fairfield will continue to see improved student outcomes for students.

Diverse Learner Growth Percentile - Reading

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. balanced literacy, a high emphasis on small group instruction and a systematic approach to data collection on both teacher and student outcomes) that were put into place during the 2017-2018 academic year. Previous trend data in the area of Reading (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years has hovered over the mid-high 70th percentile performance. However, there were drastic organizational adjustments made over the summer of 2017 that have served as a foundation for behavior and emotional management. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. We expect that with the newfound stability, relating specifically to student behavior, has enabled teacher teams to maximize instructional time that will aid to resulting in student growth.

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In addition to this, during the Summer of 2017, a Balanced Literacy Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around each literacy block. Each literacy block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the balanced literacy block. Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, etc.), Fairfield identified a high-leverage sub-segment (i.e. Guided Reading and/or small group instruction) to focus on for both professional learning and to measure individual student growth.

To build collective capacity around this sub-segment, the following was provided for classroom teachers:

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Curricular Resources (F&P Prompting Guide, Linda Hoyt's Interactive Read Aloud for K-6th ELA teachers).

Partnership with external PD providers (Reading Coach (Rachel Dahl))

Hiring of on-site Literacy Coach/Interventionist at Fairfield.

Guided Reading Lesson Plan Template to provide teachers with a focus of areas that would be observed during learning walks and/or informational observations.

Focus on prompting for the development of strategic reading behaviors during the reading process.

Professional training provided by Network 10 in the area of Guided Reading.

The academic year 2016-2017 served as a foundational block for both classroom management (CHAMPS framework implemented) and instruction (i.e. literacy and math implementation plans). During the 2018-2020 academic years, there will be a continued focus on aligning assessments (formative, summative, and anecdotal observations) with responsiveness to students via small group instruction. During the 2018-2019 academic year, Fairfield will transition from Amplify (as the assessment to measure individual reading progress) to BAS (Benchmark Assessment System).

African-American Growth Percentile - Math

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. math block incorporating the gradual release of responsibility, a higher emphasis on small group instruction, and a systematic approach to data collection on both teacher and student outcomes) implemented at Fairfield during the 2017-2018 academic year.

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Previous trend data in the area of Math (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years demonstrates regression from the 50th percentile (SY2016) to the 27th percentile (SY 2017). During SY 2017-2018, there were drastic organizational adjustments made over the summer of 2017 that served as a foundation for behavior and emotional management for students. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. These improvements are attributed to tailored professional development that was responsive to student discipline data and the 5 Essentials data (both student and staff perceptions). During the summer of 2017, teachers received responsive training around the CHAMPS framework and the Fairfield team identified key components that would be implemented in every classroom to ensure a sense of consistency and anticipation around school-wide and classroom expectations for students. In addition to this, in response to 5 Essential data, specifically student perceptions, the Fairfield team identified the needed to focus on establishing a supportive environment for students, heightening a need to build strong and positive relationships with students. We expect that with the newfound

stability, relating specifically to student and adult behavior, teacher teams have been able to maximize instructional time that will serve to promote student academic and socio-emotional growth.

In addition to this, during the Summer of 2017, a Math Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around the math block. Each math block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the math block. A backwards design approach was created so that Fairfield can set both long-term and short term goals for the year that are 'trackable'.

Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, African Americans, Latinos, STLS, etc.), Fairfield identified a high-leverage sub-segment (i.e. small group instruction) to focus on for both professional learning and to measure individual student growth.

To build collective capacity around this sub-segment, the following was provided for classroom teachers:

- A set of look-fors for every sub-segment of the Math block
- A rollout of the Math Implementation Plan

The academic year 2016-2017 served as a foundational block for both classroom management (CHAMPS framework implemented) and instruction (i.e. literacy and math implementation plans).

During the 2018-2020 academic years, there will be a continued focus on aligning assessments (formative, summative, and anecdotal observations) with responsiveness to students via small group instruction.

During the 2018-2019 academic year, Fairfield will continue to use the IXL resource as a means to continuously administer adaptive math assessments to systematically identify boundaries of the next learning phase for each student.

In addition to the approaches delineated above to improve outcomes in both literacy and math for all students, Fairfield will continue to monitor students of diverse backgrounds (ELs, Diverse Learners, African-American, Hispanics, STLS, etc.) progress via On-Track data and grades (i.e. Gradebook). During the 2017-2018 school year, Fairfield implemented a cycle of learning structure via grade band meetings. Every week, for principal directed time, teacher teams engage in the following:

- Week 1: Analyze Reading and Math data
- Week 2: Analyze Reading and Math data for specific sub-groups (Diverse Learners, English Learners, African-Americans, Hispanics, STLS) and identify research-based methods to responsiveness to student outcomes
- Week 3: Responsiveness into practice
- Week 4: Peer-Observations (responsiveness into practice)

Through a continuous focus on real-time outcomes and research-based responsiveness and the co-analysis of its' impact on student learning, Fairfield will continue to see improved student outcomes for students.

Hispanic Growth Percentile - Math

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. math block incorporating the gradual release of responsibility, a higher emphasis on small group instruction, and a systematic approach to data collection on both teacher and student outcomes) implemented at Fairfield during the 2017-2018 academic year.

Previous trend data in the area of Math (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years demonstrates regression from the 50th percentile (SY2016) to the 27th percentile (SY 2017). During SY 2017-2018, there were drastic organizational adjustments made over the summer of 2017 that served as a foundation for behavior and emotional management for students. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. These improvements are attributed to tailored professional development that was responsive to student discipline data and the 5 Essentials data (both student and staff perceptions). During the summer of 2017, teachers received responsive training around the CHAMPS

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framework and the Fairfield team identified key components that would be implemented in every classroom to ensure a sense of consistency and anticipation around school-wide and classroom expectations for students. In addition to this, in response to 5 Essential data, specifically student perceptions, the Fairfield team identified the needed to focus on establishing a supportive environment for students, heightening a need to build strong and positive relationships with students. We expect that with the newfound stability, relating specifically to student and adult behavior, teacher teams have been able to maximize instructional time that will serve to promote student academic and socio-emotional growth.

In addition to this, during the Summer of 2017, a Math Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around the math block. Each math block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the math block. A backwards design approach was created so that Fairfield can set both long-term and short term goals for the year that are 'trackable'.

Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, African Americans, Latinos, STLS, etc.), Fairfield identified a high-leverage sub-segment (i.e. small group instruction) to focus on for both professional learning and to measure individual student growth.

To build collective capacity around this sub-segment, the following was provided for classroom teachers:

- A set of look-fors for every sub-segment of the Math block
- A rollout of the Math Implementation Plan

The academic year 2016-2017 served as a foundational block for both classroom management (CHAMPS framework implemented) and instruction (i.e. literacy and math implementation plans).

During the 2018-2020 academic years, there will be a continued focus on aligning assessments (formative, summative, and anecdotal observations) with responsiveness to students via small group instruction.

During the 2018-2019 academic year, Fairfield will continue to use the IXL resource as a means to continuously administer adaptive math assessments to systematically identify boundaries of the next learning phase for each student.

In addition to the approaches delineated above to improve outcomes in both literacy and math for all students, Fairfield will continue to monitor students of diverse backgrounds (ELs, Diverse Learners, African-American, Hispanics, STLS, etc.) progress via On-Track data and grades (i.e. Gradebook). During the 2017-2018 school year, Fairfield implemented a cycle of learning structure via grade band meetings. Every week, for principal directed time, teacher teams engage in the following:

- Week 1: Analyze Reading and Math data
- Week 2: Analyze Reading and Math data for specific sub-groups (Diverse Learners, English Learners, African-Americans, Hispanics, STLS) and identify research-based methods to responsiveness to student outcomes
- Week 3: Responsiveness into practice
- Week 4: Peer-Observations (responsiveness into practice)

Through a continuous focus on real-time outcomes and research-based responsiveness and the co-analysis of its' impact on student learning, Fairfield will continue to see improved student outcomes for students.

English Learner Growth Percentile - Math

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. math block incorporating the gradual release of responsibility, a higher emphasis on small group instruction, and a systematic approach to data collection on both teacher and student outcomes) implemented at Fairfield during the 2017-2018 academic year.

Previous trend data in the area of Math (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years demonstrates regression from the 50th percentile (Sy2016)) to the 27th percentile (SY 2017). During SY 2017-2018, there were drastic organizational adjustments made over the summer of 2017 that served as a

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foundation for behavior and emotional management for students. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. These improvements are attributed to tailored professional development that was responsive to student discipline data and the 5 Essentials data (both student and staff perceptions). During the summer of 2017, teachers received responsive training around the CHAMPS framework and the Fairfield team identified key components that would be implemented in every classroom to ensure a sense of consistency and anticipation around school-wide and classroom expectations for students. In addition to this, in response to 5 Essential data, specifically student perceptions, the Fairfield team identified the needed to focus on establishing a supportive environment for students, heightening a need to build strong and positive relationships with students. We expect that with the newfound stability, relating specifically to student and adult behavior, teacher teams have been able to maximize instructional time that will serve to promote student academic and socio-emotional growth.

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Week 2: Analyze Reading and Math data for specific sub-groups (Diverse Learners, English Learners, African-Americans, Hispanics, STLS) and identify research-based methods to responsiveness to student outcomes

Week 3: Responsiveness into practice

Week 4: Peer-Observations (responsiveness into practice)

Through a continuous focus on real-time outcomes and research-based responsiveness and the co-analysis of its' impact on student learning, Fairfield will continue to see improved student outcomes for students.

Diverse Learner Growth Percentile - Math

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. math block incorporating the gradual release of responsibility, a higher emphasis on small group instruction, and a systematic approach to data collection on both teacher

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50.00

57.00

and student outcomes) implemented at Fairfield during the 2017-2018 academic year.

Previous trend data in the area of Math (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years demonstrates regression from the 50th percentile (SY2016) to the 27th percentile (SY 2017). During SY 2017-2018, there were drastic organizational adjustments made over the summer of 2017 that served as a foundation for behavior and emotional management for students. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. These improvements are attributed to tailored professional development that was responsive to student discipline data and the 5 Essentials data (both student and staff perceptions). During the summer of 2017, teachers received responsive training around the CHAMPS framework and the Fairfield team identified key components that would be implemented in every classroom to ensure a sense of consistency and anticipation around school-wide and classroom expectations for students. In addition to this, in response to 5 Essential data, specifically student perceptions, the Fairfield team identified the needed to focus on establishing a supportive environment for students, heightening a need to build strong and positive relationships with students. We expect that with the newfound stability, relating specifically to student and adult behavior, teacher teams have been able to maximize instructional time that will serve to promote student academic and socio-emotional growth.

In addition to this, during the Summer of 2017, a Math Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around the math block. Each math block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the math block. A backwards design approach was created so that Fairfield can set both long-term and short term goals for the year that are 'trackable'.

Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, African Americans, Latinos, STLS, etc.), Fairfield identified a high-leverage sub-segment (i.e. small group instruction) to focus on for both professional learning and to measure individual student growth.

To build collective capacity around this sub-segment, the following was provided for classroom teachers:

- A set of look-fors for every sub-segment of the Math block
- A rollout of the Math Implementation Plan

The academic year 2016-2017 served as a foundational block for both classroom management (CHAMPS framework implemented) and instruction (i.e. literacy and math implementation plans).

During the 2018-2020 academic years, there will be a continued focus on aligning assessments (formative, summative, and anecdotal observations) with responsiveness to students via small group instruction.

During the 2018-2019 academic year, Fairfield will continue to use the IXL resource as a means to continuously administer adaptive math assessments to systematically identify boundaries of the next learning phase for each student.

In addition to the approaches delineated above to improve outcomes in both literacy and math for all students, Fairfield will continue to monitor students of diverse backgrounds (ELs, Diverse Learners, African-American, Hispanics, STLS, etc..) progress via On-Track data and grades (i.e. Gradebook). During the 2017-2018 school year, Fairfield implemented a cycle of learning structure via grade band meetings. Every week, for principal directed time, teacher teams engage in the following:

- Week 1: Analyze Reading and Math data
- Week 2: Analyze Reading and Math data for specific sub-groups (Diverse Learners, English Learners, African-Americans, Hispanics, STLS) and identify research-based methods to responsiveness to student outcomes
- Week 3: Responsiveness into practice
- Week 4: Peer-Observations (responsiveness into practice)

Through a continuous focus on real-time outcomes and research-based responsiveness and the co-analysis of its' impact on student learning, Fairfield will continue to see improved student outcomes for students.

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

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. balanced literacy, a high emphasis on small group instruction and a systematic approach to data collection on both teacher and student outcomes) that were put into place during the 2017-2018 academic year. Previous trend data in the area of Reading (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years has hovered over the mid-high 70th percentile performance. However, there were drastic organizational adjustments made over the summer of 2017 that have served as a foundation for behavior and emotional management. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. We expect that with the newfound stability, relating specifically to student behavior, has enabled teacher teams to maximize instructional time that will aid to resulting in student growth.

In addition to this, during the Summer of 2017, a Balanced Literacy Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around each literacy block. Each literacy block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the balanced literacy block. Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, etc.), Fairfield identified a high-leverage sub-segment (i.e. Guided Reading and/or small group instruction) to focus on for both professional learning and to measure individual student growth.

To build collective capacity around this sub-segment, the following was provided for classroom teachers:

Fountas and Pinnell professional books (i.e. Guided Reading, Literacy Continuum).
Curricular Resources (F&P Prompting Guide, Linda Hoyt's Interactive Read Aloud for K-6th ELA teachers).

Partnership with external PD providers (Reading Coach (Rachel Dahl))

Hiring of on-site Literacy Coach/Interventionist at Fairfield.

Guided Reading Lesson Plan Template to provide teachers with a focus of areas that would be observed during learning walks and/or informational observations.

Focus on prompting for the development of strategic reading behaviors during the reading process.

Professional training provided by Network 10 in the area of Guided Reading.

The academic year 2016-2017 served as a foundational block for both classroom management (CHAMPS framework implemented) and instruction (i.e. literacy and math implementation plans). During the 2018-2020 academic years, there will be a continued focus on aligning assessments (formative, summative, and anecdotal observations) with responsiveness to students via small group instruction. During the 2018-2019 academic year, Fairfield will transition from Amplify (as the assessment to measure individual reading progress) to BAS (Benchmark Assessment System).

29.00

30.00

50.00

62.00

69.00

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

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. math block incorporating the gradual release of responsibility, a higher emphasis on small group instruction, and a systematic approach to data collection on both teacher and student outcomes) implemented at Fairfield during the 2017-2018 academic year.

24.00

16.00

50.00

56.00

61.00

Previous trend data in the area of Math (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years demonstrates regression from the 50th percentile (Sy2016)) to the 27th percentile (SY 2017). During SY 2017-2018, there were drastic organizational adjustments made over the summer of 2017 that served as a foundation for behavior and emotional management for students. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. These improvements are attributed to tailored professional development that was responsive to student discipline data and the 5 Essentials data (both student and staff perceptions). During the summer of 2017, teachers received responsive training around the CHAMPS framework and the Fairfield team identified key components that would be implemented in every classroom to ensure a sense of consistency and anticipation around school-wide and classroom expectations for students. In addition to this, in response to 5 Essential data, specifically student perceptions, the Fairfield team identified the need to focus on establishing a supportive environment for students, heightening a need to build strong and positive relationships with students. We expect that with the newfound stability, relating specifically to student and adult behavior, teacher teams have been able to maximize instructional time that will serve to promote student academic and socio-emotional growth.

In addition to this, during the Summer of 2017, a Math Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around the math block. Each math block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the math block. A backwards design approach was created so that Fairfield can set both long-term and short term goals for the year that are 'trackable'.

Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, African Americans, Latinos, STLS, etc.), Fairfield identified a high-leverage sub-segment (i.e. small group instruction) to focus on for both professional learning and to measure individual student growth.

To build collective capacity around this sub-segment, the following was provided for classroom teachers:

- A set of look-fors for every sub-segment of the Math block
- A rollout of the Math Implementation Plan

The academic year 2016-2017 served as a foundational block for both classroom management (CHAMPS framework implemented) and instruction (i.e. literacy and math implementation plans).

During the 2018-2020 academic years, there will be a continued focus on aligning assessments (formative, summative, and anecdotal observations) with responsiveness to students via small group instruction.

During the 2018-2019 academic year, Fairfield will continue to use the IXL resource as a means to continuously administer adaptive math assessments to systematically identify boundaries of the next learning phase for each student.

National School Attainment Percentile - Reading (Grade 2)

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. balanced literacy, a high emphasis on small group instruction and a systematic approach to data collection on both teacher and student outcomes) that were put into place during the 2017-2018 academic year. Previous trend data in the area of Reading (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years has hovered over the mid-high 70th percentile performance. However, there were drastic organizational adjustments made over the summer of 2017 that have served as a foundation for behavior and emotional management. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. We expect that with the newfound stability, relating specifically to student behavior, has enabled teacher teams to maximize instructional time that will aid to resulting in student growth.

4.00

36.00

50.00

56.00

61.00

In addition to this, during the Summer of 2017, a Balanced Literacy Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around each literacy block. Each literacy block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the balanced literacy block. Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, etc.), Fairfield identified a high-leverage sub-segment (i.e. Guided Reading and/or small group instruction) to focus on for both professional learning and to measure individual student growth.

To build collective capacity around this sub-segment, the following was provided for classroom teachers:

Fountas and Pinnell professional books (i.e. Guided Reading, Literacy Continuum).
Curricular Resources (F&P Prompting Guide, Linda Hoyt's Interactive Read Aloud for K-6th ELA teachers).

Partnership with external PD providers (Reading Coach (Rachel Dahl))

Hiring of on-site Literacy Coach/Interventionist at Fairfield.

Guided Reading Lesson Plan Template to provide teachers with a focus of areas that would be observed during learning walks and/or informational observations.

Focus on prompting for the development of strategic reading behaviors during the reading process.

Professional training provided by Network 10 in the area of Guided Reading.

The academic year 2016-2017 served as a foundational block for both classroom management (CHAMPS framework implemented) and instruction (i.e. literacy and math implementation plans). During the 2018-2020 academic years, there will be a continued focus on aligning assessments (formative, summative, and anecdotal observations) with responsiveness to students via small group instruction. During the 2018-2019 academic year, Fairfield will transition from Amplify (as the assessment to measure individual reading progress) to BAS (Benchmark Assessment System).

National School Attainment Percentile - Math (Grade 2)

The goals for 2018-2019 and 2019-2020 were created in consideration of the positive impacts to student growth that are expected as a result of research-based structures (i.e. math block incorporating the gradual release of responsibility, a higher emphasis on small group instruction, and a systematic approach to data collection on both teacher and student outcomes) implemented at Fairfield during the 2017-2018 academic year.

Previous trend data in the area of Math (NWEA) for Fairfield, specifically during the 2016-2017 & 2017-2018 academic years demonstrates regression from the 50th percentile (Sy2016)) to the 27th percentile (SY 2017). During SY 2017-2018, there were drastic organizational adjustments made over the summer of 2017 that served as a foundation for behavior and emotional management for students. For example, in comparison to the 2016-2017 academic year, both suspensions have drastically dropped and attendance has significantly improved across the majority of grade levels. These improvements are attributed to tailored professional development that was responsive to student discipline data and the 5 Essentials data (both student and staff perceptions). During the summer of 2017, teachers received responsive training around the CHAMPS framework and the Fairfield team identified key components that would be implemented in every classroom to ensure a sense of consistency and anticipation around school-wide and classroom expectations for students. In addition to this, in response to 5 Essential data, specifically student perceptions, the Fairfield team identified the needed to focus on establishing a supportive environment for students, heightening a need to build strong and positive relationships with students. We expect that with the newfound stability, relating specifically to student and adult behavior, teacher teams have been able to maximize instructional time that will serve to promote student academic and socio-emotional growth.

In addition to this, during the Summer of 2017, a Math Implementation Plan was developed for K-8th grade in an effort to provide for teachers an organized structure around the math block. Each math block was broken down into specific segments, aligned to the Gradual Release of Responsibility. Our network (N10), provided schools with a set of look-for for each sub-segment of the math block. A backwards design approach was created so that Fairfield can set both long-term and short term goals for the year that are 'trackable'.

Considering the need for capacity building around providing highly effective responsive instruction to all students, specifically those of diverse backgrounds (i.e. diverse learners, English language learners, African Americans, Latinos, STLS, etc.), Fairfield identified a high-leverage sub-segment (i.e. small group instruction) to focus on for both professional learning and to measure individual student growth.

To build collective capacity around this sub-segment, the following was provided for classroom teachers:

- A set of look-fors for every sub-segment of the Math block
- A rollout of the Math Implementation Plan

The academic year 2016-2017 served as a foundational block for both classroom management (CHAMPS framework implemented) and instruction (i.e. literacy and math implementation plans).

During the 2018-2020 academic years, there will be a continued focus on aligning assessments (formative, summative, and anecdotal observations) with responsiveness to students via small group instruction.

During the 2018-2019 academic year, Fairfield will continue to use the IXL resource as a means to continuously administer adaptive math assessments to systematically identify boundaries of the next learning phase for each student.

1.00

13.00

50.00

39.00

45.00

% of Students Making Sufficient Annual Progress on ACCESS

In addition to the approaches delineated above to improve outcomes in both literacy and math for all students, Fairfield will continue to monitor EL student progress via On-Track data and grades (i.e. Gradebook). During the 2017-2018 school year, Fairfield implemented a cycle of learning structure via grade band meetings. Every week, for principal directed time, teacher teams engage in the following:

- Week 1: Analyze Reading and Math data
- Week 2: Analyze Reading and Math data for specific sub-groups (Diverse Learners, English Learners, African-Americans, Hispanics, STLS) and identify research-based methods to responsiveness to student outcomes
- Week 3: Responsiveness into practice
- Week 4: Peer-Observations (responsiveness into practice)

Through a continuous focus on real-time outcomes and research-based responsiveness and the c0o-analysis of its' impact on student learning, Fairfield will continue to see improved student outcomes for students.

31.90	(Blank)	60.00	85.00	91.00
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Average Daily Attendance Rate

Fairfield is currently on track to finish above the 95% threshold for attendance at the end of the 2017-18 school year. The Fairfield team will continue to build upon the CHAMPS framework by implementing an SEL curriculum (Second Step) during the 2018-2019 school year. We intend on seeing an improving attendance trajectory by continuing to focus on ensuring that there are strong supportive environments established throughout Fairfield and strengthening the student and professional learning culture at Fairfield.

94.50	94.50	96.00	96.00	97.00
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My Voice, My School 5 Essentials Survey

The priorities identified through the CIWP process have each centered on ensuring that relational trust with staff and students is built around a clear set of expectations and pathway towards meeting outcomes in the areas of instruction, student rigorous tasks, and balanced assessment and grading.

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

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

If we develop a professional learning system focused on teachers following a peer-observation cycle that is aligned to REACH individualized goals (CPS Framework for Teaching) and progress towards these goals will be monitored through Fairfield Reflective Meetings and REACH Observation cycles

then we will see an increase in teacher collaboration, agency, identity and authority within their instructional practice to accelerate student outcomes and to increase teacher-to-teacher relational trust.

which leads to higher student engagement, achievement, and growth.

Tags:

Assessment, Curriculum Design, Balanced literacy, Progress monitoring, Academic expectations, Student engagement, Accountable talk, Teacher feedback, Agenda, Student feedback, Supplies, Gradual release of responsibility, Curriculum mapping, Adaptive learning, Learning walks, 5 essentials, 3b, Diverse learning strategies, Academic interventions, Writing workshop, Reading workshop, Academic achievement, Questioning, Reach evaluation, 3c, Accommodations, Anchor texts, Agency, authority identity, 1 guided reading, Looking at student work, Aligned assessments, Instructional walks, Instructional levels, Independent practice, English learner strategies, Teacher agency, Cooperative strategies, Reach addendums, Cps summits, Math workshop, Quality indicators of specially designed instruction

Area(s) of focus:

1, 2, 3

Action step

Responsible

Timeframe

Status

Analysis of DWA NWEA BOY/MOY/EOY	All teachers K-8th Grades	Sep 9, 2018 to Jun 12, 2020	Not started
Analysis of Summative Assessments	All teachers K-8th Grades	Sep 10, 2018 to Jun 5, 2020	Not started
Select top professional learning priorities and develop sequence of professional learning for upcoming year	Math Leads and Diverse Learner Teacher	Sep 10, 2018 to Jun 5, 2020	Not started

Professional development, Math curriculum, Problem solving process, Literacy curriculum

Balanced Literacy Create Professional Development Learning Committee	Balanced Literacy Teacher Teams	Sep 10, 2018 to Jun 5, 2020	Not started
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Professional Learning, Balanced literacy

BL Professional Development Learning Committee create master schedule of professional learning	BLC Members	Sep 10, 2018 to Jun 5, 2020	Not started
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Professional Learning, Balanced literacy, Scope and sequence

Analysis of summative assessment data	Grade level teams	Sep 7, 2018 to Jun 12, 2020	Not started
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Data analysis, Data driven instruction, Protocols, Summative assessment

BL Committee Led Professional Development	All Teachers	Sep 7, 2018 to Jun 5, 2020	Not started
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Professional development, Balanced literacy

Strategy 2

If we do...

...then we see...

...which leads to...

If we develop a monthly teacher-led professional learning cycle for [Grade Band TBD] Math teachers focused on sharing research-based practices to positively impact student learning through instruction.

Then we will see an increase in teacher agency within their instructional practice and an increase in teacher-to-teacher relational trust.

higher quality math instruction evidenced in higher student achievement on district-wide and Fairfield-specific assessments.

Tags:

Assessments, Student achievement, High quality instruction/professional development, Teacher agency, Professional learning cycle

Area(s) of focus:

1, 2, 3

Action step

Responsible

Timeframe

Status

Analysis of DWA NWEA BOY/MOY/EOY	All teachers K-8th Grades	Sep 10, 2018 to Jun 12, 2020	Not started
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Protocol, Assessment analysis

Create and administer EOY Teacher Survey to identify specific professional learning needs	ILT	Jun 7, 2019 to Jun 12, 2020	Not started
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Professional Learning, Teacher survey

Select top professional learning priorities and develop sequence of professional learning for upcoming year	Math Leads and Diverse Learner Teacher	Sep 7, 2018 to Jun 5, 2020	Not started
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Scope and sequence, Sequence of professional learning

Teacher share-out of professional learning	All teachers, rotating	Sep 7, 2018 to Jun 5, 2020	Not started
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Professional practice, Teacher agency

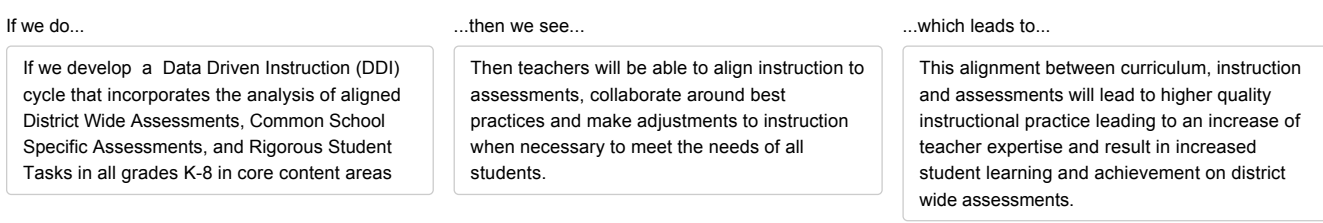
Peer observations of math blocks among math teachers.	All teachers K-8th Grades	Sep 7, 2018 to Jun 5, 2020	Not started
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Learner agency, Agency, authority identity, Peer observations

Analysis of summative assessment data	Grade level teams	Sep 7, 2018 to Jun 5, 2020	Not started
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Assessment analysis

Strategy 3



Tags: Professional Learning, Collaboration, Data driven instruction, Common assessment, Rigorous student tasks, Teacher agency

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

Action step	Responsible	Timeframe	Status
Identify Common School Assessments K-8 in Reading and Math.	Instructional Leadership Team	Apr 23, 2018 to Jun 30, 2018	Not started

Collaboration, Data driven instruction, Rigorous student tasks, Teacher agency, Common assessments

Develop a year long assessment calendar including the dates for the administration, grading, analysis, reteaching and reassessment for common assessments.	Administrative Team with Teacher Input	Apr 20, 2018 to Jun 30, 2018	Not started
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Analysis, Assessment plan

Develop a DDI protocol that will facilitate that DDI analysis, discussion and reteaching plan.	Administrative Team with Teacher input	Apr 21, 2018 to Jul 31, 2018	Not started
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Reteaching, Ddi, Protocol, Responsiveness

Identify a Rubric and protocol that can be utilized to assess student daily tasks for rigor and alignment to standards.	Instructional Leadership Team	Apr 21, 2018 to Aug 31, 2018	Not started
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Assessment, Rigor, Rubric, Protocol, Alignment to standards

Data Meetings will be held monthly focused on common assessments and/or rigorous student tasks

All Teachers

Sep 4, 2018 to Jun 30, 2020

Not started

Rigorous student tasks, Data meetings, Common assessments

Action Plan

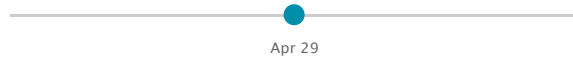
Strategy 1

NOT STARTED

Analysis of DWA NWEA BOY/MOY/EOY"

Sep 09, 2018 to Jun 12, 2020 - All teachers K-8th Grades

Status history



NOT STARTED

Apr 29, 2018

Evidence

Data Analysis Protocol Form with Action Steps

NOT STARTED

Analysis of Summative Assessments"

Sep 10, 2018 to Jun 05, 2020 - All teachers K-8th Grades

Status history



NOT STARTED

Apr 29, 2018

Evidence

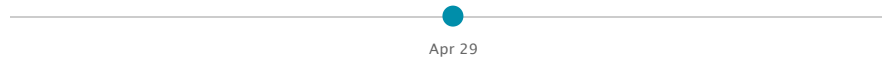
Data Analysis Protocol Form with Action Steps

NOT STARTED

Select top professional learning priorities and develop sequence of professional learning for upcoming year"

Sep 10, 2018 to Jun 05, 2020 - Math Leads and Diverse Learner Teacher

Status history



NOT STARTED

Apr 29, 2018

Evidence

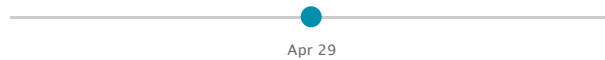
Professional Learning Sequence

NOT STARTED

Balanced Literacy Create Professional Development Learning Committee"

Sep 10, 2018 to Jun 05, 2020 - Balanced Literacy Teacher Teams

Status history



NOT STARTED

Apr 29, 2018

Evidence

Schedule and Sign off Sheets Interest Survey

NOT STARTED

BL Professional Development Learning Committee create master schedule of professional learning"

Sep 10, 2018 to Jun 05, 2020 - BLC Members

Status history

Apr 29

NOT STARTED

Apr 29, 2018

Evidence

Master schedule of professional learning 2018-2019 and 2019-2020

NOT STARTED

Analysis of summative assessment data"

Sep 07, 2018 to Jun 12, 2020 - Grade level teams

Status history

Apr 29

NOT STARTED

Apr 29, 2018

Evidence

Data Analysis Protocol Form with Action Steps

NOT STARTED

BL Committee Led Professional Development"

Sep 07, 2018 to Jun 05, 2020 - All Teachers

Status history

Apr 29

NOT STARTED

Apr 29, 2018

Evidence

Observation Rubric/ Checklist Template

Strategy 2

NOT STARTED

Analysis of DWA NWEA BOY/MOY/EOY"

Sep 10, 2018 to Jun 12, 2020 - All teachers K-8th Grades

Status history

Apr 29

NOT STARTED

Apr 29, 2018

Evidence

Data Analysis Protocol Form with Action Steps

NOT STARTED

Create and administer EOY Teacher Survey to identify specific professional learning needs"

Jun 07, 2019 to Jun 12, 2020 - ILT

Status history

Apr 29

NOT STARTED

Apr 29, 2018

Evidence

Teacher Survey and responses

NOT STARTED

Select top professional learning priorities and develop sequence of professional learning for upcoming year"

Sep 07, 2018 to Jun 05, 2020 - Math Leads and Diverse Learner Teacher

Status history

Apr 29

NOT STARTED Apr 29, 2018
Evidence
Professional Learning Sequence

NOT STARTED Teacher share-out of professional learning"
Sep 07, 2018 to Jun 05, 2020 - All teachers, rotating

Status history

Apr 29

NOT STARTED Apr 29, 2018
Evidence
GL Agenda; survey

NOT STARTED Peer observations of math blocks among math teachers."
Sep 07, 2018 to Jun 05, 2020 - All teachers K-8th Grades

Status history

Apr 29

NOT STARTED Apr 29, 2018
Evidence
Observation Form

NOT STARTED Analysis of summative assessment data"
Sep 07, 2018 to Jun 05, 2020 - Grade level teams

Status history

Apr 29

NOT STARTED Apr 29, 2018
Evidence
Data Analysis Protocol Form with Action Steps

Strategy 3

NOT STARTED Identify Common School Assessments K-8 in Reading and Math."
Apr 23, 2018 to Jun 30, 2018 - Instructional Leadership Team

Status history

Apr 29

NOT STARTED Apr 29, 2018
Evidence
Digital and Paper-based Common Assessment Folders in grades K-8 in Literacy and Math.

NOT STARTED Develop a year long assessment calendar including the dates for the administration, grading, analysis, reteaching and reassessment for common assessments."

Status history



Apr 29

NOT STARTED Apr 29, 2018
Evidence
Digital and Paper-Based Completed Comprehensive Assessment Calendar

NOT STARTED Develop a DDI protocol that will facilitate that DDI analysis, discussion and reteaching plan."
Apr 21, 2018 to Jul 31, 2018 - Administrative Team with Teacher input

Status history



Apr 29

NOT STARTED Apr 29, 2018
Evidence
Digital and paper based DDI protocol

NOT STARTED Identify a Rubric and protocol that can be utilized to assess student daily tasks for rigor and alignment to standards."
Apr 21, 2018 to Aug 31, 2018 - Instructional Leadership Team

Status history



Apr 29

NOT STARTED Apr 29, 2018
Evidence
Digital and Paper based Rubric

NOT STARTED Data Meetings will be held monthly focused on common assessments and/or rigorous student tasks"
Sep 04, 2018 to Jun 30, 2020 - All Teachers

Status history



Apr 29

NOT STARTED Apr 29, 2018
Evidence
Gradeband meetings scope and sequence that include data analysis meetings, agendas and meeting minutes.

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 ESSA school parental involvement plan and policy will be reviewed and revised consistently alongside the Parent Advisory and Bilingual Advisory Committees.

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

ESSA Meeting and Title I PAC Organizational meeting will be held between the months of September-October of every year. The following formats of communication will be used in an effort to reach as many families as possible:

- ClassDojo
- Home Communication (i.e. flyers)
- Reminders via the Classroom Teacher Newsletter
- School marquee
- Posted Agendas

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.

At the beginning of each year, a written description of the Title I program will be sent home with every student in both English and Spanish. The written description will include an explanation of the curriculum, the assessment tools used to measure student progress and the proficiency levels that students are expected to meet.

Teachers will engage parents during the annual open house in which they will speak to the parents of their students about the curriculum, assessments and proficiency expectations.

These three topics will also be covered during the Annual Title I Meeting.

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

A member of the administrative team will always be present at School Parent Advisory Council meetings to hear any parent concerns and suggestions in decisions about the education of their children. Suggestions will be recorded by administrators at the meeting address their suggestions and shared with teacher teams (i.e. ILT and grade level teams) to formulate action plans to execute parental suggestions.

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.

Fairfield 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 at the beginning of each year.

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.

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

- Parent Workshops (facilitated by the administrative team and/or freed teachers (EL or Literacy Coach)
- Parent-Teacher Conferences

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.

Parents will have the opportunity to attend:

- from a wide access of parent workshops (self-selected by parents)
- workshops centered on literacy and/or math development
- workshops to provide guidance around accessing CPS grading systems so that students can track student academic progress.

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.

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

- the expectation that each teacher (team) will send out monthly newsletters, informing parents of attendance and academic progress.
- teachers consistently entering grades via Gradebook and the school consistently communicating to parents and families that this information is readily accessible
- the expectation that teacher (teacher teams) will communicate to parents and families when students experience struggles with academic content while at the same time providing families with a proactive plan on what the classroom teacher is doing to mitigate the gap.

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.

Parents will have the opportunity to attend:

- from a wide access of parent workshops (self-selected by parents)
- workshops centered on literacy and/or math development
- workshops to provide guidance around accessing CPS grading systems so that students can track student academic progress.

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.

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

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)

The following formats of communication will be used in an effort to reach as many families as possible:

- ClassDojo
- Home Communication (i.e. flyers)
- Reminders via the Classroom Teacher Newsletter
- School marquee
- Posted Agendas

School-Parent Compact

Complete

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

Our mission at Fairfield Academy is to empower and inspire children and adults to strive, serve, and soar in all endeavors. We will positively impact life trajectories by developing each child's intellectual, civic, and creative capacities to their fullest.

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

Open House - September of SY2018 and SY2019
 Report Card Pick-up/Parent Teacher Conferences - November of SY2018 and SY2019
 Report Card Pick-up/Parent Teacher Conferences - April of SY2018 and SY2019

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

Communications on how to sign up for parent portal will be shared with parents through various means (website, classroom newsletters, social media and home communications).

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

Parents will be encouraged to speak with staff members when they have a concern about their student or just want to monitor their progress.

If a parent comes into the school or calls the office to speak to a teacher during instructional time the office staff will gather the parents name, contact information and question or concern and place that information in the teachers mailbox.

If the teacher is unable to meet during their prep, the parents contact information will be obtained and the staff member will contact the parent to address their concern over the phone or schedule a day and time that the parent can meet with the staff member.

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

Parents will be encouraged to volunteer in their children's classes during field trips, and extracurricular activities.

Parents who would like to volunteer in the classroom will complete a Parent Volunteer Packet and complete the necessary steps required. Parents who would like to visit classes during instruction will speak with an administrator prior to going to a classroom.

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

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

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

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

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).

Fairfield will engage students in Goal Setting during SY2018 and SY2019 by first ensuring that staff's focus is centered on continuous reflection of current outcomes, direct collaboration with students and parents setting goals with students in line with reading levels in the primary grades, on-track data points for 3rd-8th grade and over a 95% attendance threshold for all students in PreK-8th grade.

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.

Parent Meetings will be held on a monthly basis.
 Each parent workshop costs from \$300-500. Parents will self-select topics (5-9 workshops per year)

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1005 .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)	\$ 2700 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .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.	\$ 316 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main	\$ Amount .00

office or where staff and students have access too. To be used only by parents.

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