

# John F Eberhart Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Nneka Gunn	Principal	nhgunn@cps.edu	Has access
Foreman Erika	Assistant Principal	edforeman@cps.edu	Has access
Adam Ramirez	Assistant Principal	aramirez4@cps.edu	Has access
Jawanda Hairston	Special Education Teacher	jnhairston@cps.edu	Has access
Magdalena Diaz	Teacher	mcosorio@cps.edu	Has access
Melanie Sell	Teacher	msell@cps.edu	Has access
Linda Linane	Teacher	Llinane@cps.edu	Has access
Corrie Dalton	Teacher	ceparker@cps.edu	Has access
Joseph Linehan	Teacher	jalinehan@cps.edu	Has access
Patricia Barrera	World Language Teacher	pbarrera@cps.edu	Has access
Raymundo Salgado	Bilingual Teacher	rsalgado1@cps.edu	Has access
Regine Chartier	Teacher	rachartier@cps.edu	Has access
Margaret Tucker	School Counselor	Mstucker@cps.edu	Has access
LaShawn Conwell-Newchurch	Case Manager	Lrconwell@cps.edu	Has access
Maria Thomas	Dual Language Coordinator	mdthomas1@cps.edu	Has access
Servin Ruperto	Teacher	rservin2@cps.edu	Has access

### Team Meetings

Date	Participants	Topic
01/30/2020	Gunn, Foreman, Ramirez, Hairston, Diaz,	Work on SEF (divided into groups)

Date	Participants	Topic
	Sell, Linane, Dalton, Linehan, Barrera, Salgado	
02/07/2020	Gunn, Ramirez, Barrera, Dalton, Linane, Hairston, Diaz, Salgado, Newchurch, Tucker	Complete SEF and share ratings each group provided. Discuss evidence used for each groups' ratings. Note evidence and finalize ratings.
02/25/2020	Gunn, Ramirez, Foreman, Linehan, Dalton, Sell, Diaz, Barrera, Hairston, Salgado, Linane, Chartier	Confirm SEF ratings, discuss/debate validity & evidence. Set priorities.
03/10/2020	Gunn, Ramirez, Foreman, Sell, Linehan, Barrera, Hairston, Diaz, Salgado, Linane, Chartier, Dalton	Identify areas of critical need. Conduct root cause analysis in groups by SEF categories, review SQRP and 5E to set goals.
03/25/2020	Gunn, Foreman, Ramirez	Review Goals page. Check alignment for each area of critical need to each target SEF category. Review sample Theory of Action statements from the CIWP Planning Companion. Prepare for virtual meeting with team in 2 days to develop ToA for each area of focus. Set up ToA worksheet for working groups to remotely brainstorm ToA development before entering into CIWP page.
03/27/2020	Gunn, Foreman, Ramirez, Dalton, Linehan, Barrera, Diaz, Chartier, Salgado, Linane, Hairston, Sell, Thomas	Met via Google Hangout. Create a Theory of Action for each Area of Focus in ToA worksheet.
04/24/2020	Gunn, Foreman, Ramirez, Thomas, Salgado, Barrera, Chartier, Dalton, Linane, Diaz, Sell, Linehan	Met via Google Hangout. Reviewed & finalized strategies. Discussed and created action steps for each strategy in the team worksheet.
05/01/2020	Gunn, Foreman, Ramirez, Dalton, Linehan, Diaz, Salgado, Chartier, Thomas, Sell, Nieukirk	Met via Google Hangout. Reviewed/revised actions steps suggested by other teacher leadership teams (ILT, Math Committee, DLLT & Climate Team).
05/15/2020	Gunn, Foreman, Ramirez, Dalton, Linehan, Thomas, Sell,	Met via Google Hangout. Reviewed feedback from N10 Team. Finalized plan for LSC review and approval.

Date	Participants	Topic
	Barrera, Chartier, Salgado, Diaz	
05/26/2020	Gunn, CIWP Team Members, Local School Council, Eberhart faculty, staff and community	Met via Google Hangout. Presented completed CIWP to parents and community for Q & A. Received LSC approval.

## Framework

### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 2 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Biweekly Grade Level Team Meetings; Literacy Consultants up to 3rd and for DL students; All teachers invited to all committee meetings; Weekly Principal Update to staff; Staff Handbook; Staff Spirit Committee and monthly activities; Staff Shout Out bulletin board; School Vision and Mission posted in building; Translated publications for Spanish speaking parents; Professional development by teachers focused on school initiatives.
- 3 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 3 Design professional learning (PL) to achieve school-wide improvement goals
- 3 Design and implement school day schedules that are responsive to student needs
- 3 Align the budget to the CIWP priorities and the mission of the school
- 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** DDI Cycle; NWEA Data Charting for each testing session; Teacher Peer Observation, Reflection, and Review (2-3 times per year); Behavioral Health Team Meeting (2x per month); Biweekly Grade Level Team Meetings/Common Prep Time; PL Plans for Dual Language Education and Balanced Literacy Implementation; Semester 1 Plan for Restorative Practices (SEL); Number of Teachers in graduate classes for ESL licensure; Number of teachers receiving Donor's Choose grants to support classroom initiatives; Biweekly Climate Team meeting; OSEL Restorative Practice Specialist (2018-2019) and OSEL RP Coach (2019-2020)

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 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
  - 2 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Culturally relevant curriculum is being integrated in literacy and social studies classes more frequently than in other classes. Real-world, authentic applications of learning are happening, but not yet in all subject areas and grade levels. Outdated Smart Boards will be updated/upgraded so teachers can continue to provide seamless instruction by integrating technology. Teachers and staff will analyze current resources (novels, texts, etc...) being used across grade levels to make necessary changes so that a variety authors, providing diverse viewpoints reflective of the gender, racial, ethnic, and socioeconomic diversity of our society, and content often reflects contemporary issues relevant to local communities within text collections.
- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding

- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Unit plans and lesson plans translate to best practices across grade levels and classrooms. These plans must include culturally relevant, high quality, standards-aligned, differentiated core instruction. This includes use of the WIDA "Can Do" descriptors for ELs in all classes. During REACH observations, Pop-ins, Learning Walks and peer-observations should reveal trends that indicate fidelity across classrooms. Differentiation for acceleration and intervention that includes rigorous tasks for all students (productive struggle).
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 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
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 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
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** Varied assessments (formative, summative and diagnostic) that are collaboratively selected (and created). Teams do not regularly use protocols to analyze student assessments and tasks beyond the REACH Performance tasks. Teams have strengthened the analysis of data and action planning through the DDI cycles twice per year. The same general concept could be more rigorously applied to weekly tests, quizzes and end of unit assessments to revise units and inform instructional practices.
- 2 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** The BHT has taken over the responsibility for MTSS since both academic and behavior referrals are received by that team. Teachers and parents indicating concerns complete a referral. Teachers also complete a Strengths and Difficulties Questionnaire to give information to the team about the student. The team (consisting of teachers, clinicians and administrators) discuss possible supports for the students that have been referred. This may include Tier 2 or Tier 3 supports for SEL and/or academic concerns. The team can improve it's communication to stakeholders about team decisions and remind staff of the process on a regular basis. The team should also inform staff that they have taken over MTSS responsibilities from the ILT (if that will continue).
- 3 - Transitions, College & Career Access, & Persistence
  - 3 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 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
  - **Evidence:** -Eberhart Counseling Department has been taking 7th & 8th grade students on college tours since SY 19. Prior to that, we had the Gear UP program to promote college awareness and exposure to our students. -Eberhart School has a BETA Club for students in grades 6th-8th. This national organization promotes college readiness, leadership development and community service. -The Counselor provides support to all 8th grade classes for one instructional period per week. She uses the Naviance program to support students with goal-setting, tracking their own achievement, career exploration and other success planning. Learn, Plan, Succeed is used to inform students about college and career planning. -Teachers promote college awareness by representing their colleges with t-shirts and sweatshirts on staff spirit days and bulletin boards that show where teachers went to school. Teachers conduct one-on-one goal setting meetings with students using their NWEA and BAS data. -Students participate in shadow days and site visits (incoming kindergarten students, 8th graders to Hubbard and other high schools). -Transitioned bilingual students are monitored quarterly. Daily SEL instruction using In Focus helps students learn about their

personalities, learning styles, skills they possess and how they relate to future careers.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** 5 Essential Survey Grade level norms Classroom norms Implementation of school-wide SEL programs within classrooms
- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** In classroom Student Council Student Council student-selected reps from grades 5-8 BHT Frausto community engagement in lead paint
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Climate Team School Model Hallway expectations Arrival/dismissal protocols Classroom expectations and routines
- 3 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Mr. Coffey Pink cards Aspen dashboard Climate Team SEL curriculum Eagle Bucks
- 3 - Family & Community Engagement



- 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 4 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).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Communities in Schools Universidad Popular SWAP BHT Parent communications Parent Resource Center Parent binder Parent Advisory Council Organized LSC Open invitations to families for student assemblies Encourage parent volunteers for Eagle School Store Father/daughter dance

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

# Goals

## Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Student tasks are inconsistently cognitively challenging for individual students. (#1 Instruction)
Root Cause 1	Inconsistent access and implementation of vetted, cognitively challenging curricula and time for planning and implementation.
Area of Critical Need 2	The type and frequency of feedback is often insufficient to enhance student understanding. Feedback is often quantitative (percentage correct) rather than qualitative ( i.e. praiseworthy, identify which responses can be developed further, guidance on developing responses). (#2 Balanced Assessment & Grading)
Root Cause 2	This has not been established as a school-wide priority outside of Readers' & Writers' Workshop. Teacher capacity and monitoring structures are not well developed.
Area of Critical Need 3	School-based teams infrequently discuss & monitor the effect of teaching on student learning, integrate formative assessment, and provide on-going interventions for individual student learning needs. (#3 MTSS)
Root Cause 3	This has not been established as a school-wide priority.
Area of Critical Need 4	Insufficient frequency of culturally relevant lessons that engage students in their

	identities, culture and civics. (#4 Student Voice, Engagement & Civic Life)
Root Cause 4	Shortage of textbooks, resources and instructional capacity to robustly address this need.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8)  The data indicates that math growth is trending down.	Overall		49.00	59.00
	Students with IEPs		34.00	44.00
SQRP: National School Attainment Percentile - Math (Grade 2)  The data indicates that math attainment is trending down.	Overall		32.00	37.00
	Female		30.00	40.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)  The data indicates that overall growth is stagnant. The African American subgroup lags behind the other subgroups and overall school. We want to address this through the equity lens.	Overall		64.00	74.00
	African American		47.00	57.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS  Our school is implementing Dual Language Education in 2020-2021. We will track the progress of our students to demonstrate DLE promotes academic success in both languages.	EL		45.00	55.00
Vision: NWEA Attainment G2-8 (Reading)  Our school wants to ensure equity for students with special needs.	Overall		59.00	63.00
	Students with IEPs		20.00	30.00

## Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> (Blank)					

## Custom metrics (0% complete)

2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

# Strategies

## Strategy 1

If we do...	If we increase cross grade level capacity, collaboration and communication, specifically with the Diverse Learner and DLE/Bilingual departments, that focuses on the level of cognitive demand in student tasks
Then we see...	Tier 1 instruction will reflect more complex tasks and consistency across all grade levels and content areas.
which leads to...	an increase in the percentage of students in grades 3-8 meeting national average growth norms from 54% to 74% by EOY SY22 and raise the national school attainment percentile in reading and math.
Budget Description	Extended Day funds for cross grade level/department collaboration, PD and Professional Learning Communities. Funds to pay for consultants, speakers, conferences and outside professional learning. Maintain common planning times for at least two grade levels together.
Tags	Instruction, Arts Education: Authentic Arts Integration, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OLCE, Science: Rigorous Tasks, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>(Not started) Identify, catalog and purchase (if necessary) vetted, complex Literacy and supplemental resources in English and Spanish to support task complexity across all grade levels.</li> </ul> <p>Tags:</p>

- (Not started) Increase cross grade level collaboration and communication by using Professional Development days.

Tags:

- (Not started) Bring in outside experts for PD around our initiatives, such as Dual Language, MTSS, and other priorities.

Tags:

- (Not started) Increase cross grade level collaboration and communication by using grade level meetings. Use survey to assess cross grade level collaboration and communication during grade level meetings to plan for second semester and following year.

Tags:

- (Not started) Bilingual Department will communicate with the whole school, not just teachers with EL students in their homerooms. This includes ancillary teachers and support staff. This will build the school community around the 3 Pillars of Dual Language Education.

Tags:

- (Not started) Diverse Learner department will communicate with teachers in grade level meetings.

Tags:

- (Not started) Use Professional Learning Communities, Grade Level Team Meetings and before/after-school professional development to build instructional capacity and collaboration across all grade levels and departments.

Tags:

- (Not started) Identify two school-wide powerful practices for 1st and 2nd semester Cycles of Continuous Improvement to increase task complexity.

Tags:

- (Not started) Engage in Cycles of Continuous Improvement for the two identified powerful practices during 1st & 2nd semester. This will include PD, safe practice, peer observations, learning walks, data collection and feedback loops.

Tags:

- (Not started) Continue Balanced Literacy supports for grades K-5 (Readers' & Writers' Workshop implementation).

	<p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Engage in ongoing professional learning for the 3 pillars and best practices in Dual Language Education (including targeted for K-2 and school-wide).</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Educational Support Specialists will continue to provide instructional coaching and professional development for best practices.</li> </ul> <p>Tags:</p>
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**Strategy 2**

If we do...	select and develop high quality formative and summative assessments in English and Spanish and develop protocols for qualitative feedback
Then we see...	teacher feedback that is specific to the task and advances student learning
which leads to...	an increase in students meeting/exceeding National Average Growth Norms from the 54th percentile to the 74th percentile AND the percentage of students making sufficient annual progress on ACCESS from 35.7% TO 55% or more in two years.
Budget Description	Extended Day funds for PD on Checkpoint, and to collaboratively develop common and differentiated assessments. PD and collaboration for development of more effective data analysis and student feedback protocols. Funds to purchase high quality Bilingual, Dual Language and Spanish Language assessments for English and Spanish Language Learners.
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 2- Leveraging Data to Close Gaps, MTSS: Progress Monitoring, OLCE, Math: Student Discourse, Math: Formative Assessment
Action steps	<ul style="list-style-type: none"> <li>(Not started) Provide on-going professional development opportunities to all teachers to use the Checkpoint Assessment System to create formative and summative assessments.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Gather and review student assessment data by language of assessment, use the DLE Assessment Framework to determine which will be used by each grade level, and what instructional decisions the data will be used to make.</li> </ul>

	<p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Develop school-wide protocols for looking at student work to enhance feedback and instruction.</li> </ul>
	<p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Strengthen school-wide DDI data analysis and action plans to include specific feedback protocols for students (BOY, MOY, EOY).</li> </ul>
	<p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Using Grade Level Team Meetings and PLCs, to build teacher capacity for qualitative feedback to students (i.e. frequency, focus on further development, revising for improvement)</li> </ul>
	<p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Review grading policies for each grade band. Collaborate to establish grade weights by subject and grade band. Determine implications for mastery of standards compared to work habits. Develop equitable protocols for addressing mastery of standards and work habits.</li> </ul>
	<p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Continue to use IXL for differentiation and intervention in grades 3-8.</li> </ul>
	<p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Continue to use Benchmark Assessment System (BAS) for differentiation and intervention in grades K-4.</li> </ul>
	<p>Tags:</p>

**Strategy 3**

If we do...	If we leverage the BHT to facilitate the implementation of the MTSS Framework school-wide with fidelity, review student data, develop a menu of interventions, in addition to providing training, learning opportunities, coaching and technical assistance
Then we see...	continuous review of students' academic performance and/or social-emotional functioning, on-going progress monitoring, knowledge and implementation of high-quality interventions
which leads to...	proper identification of students in tiers, fully implemented systems, structures, and academic and behavioral supports for all students.

<p>Budget Description</p>	<p>Additional training for the BHT around MTSS and opportunities for the BHT to train and support teachers is needed. Extended day funds for PD and PLC to build capacity are needed. Training around the Checkpoint System (new), Stride Academy, and IXL (refresher) for progress monitoring are needed. Extended day funds for Educational Support Personnel for training to provide interventions is needed. Supplemental funds can be used to purchase additional instructional materials for interventions.</p>
<p>Tags</p>	<p>Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Tier 2 and 3 Interventions, Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Not started) Conduct a beginning of year professional development for all staff based on the MTSS Framework  Tags:</li> <li>• (Not started) Conduct a beginning of year professional development for all staff based on documenting student academic and behavioral interventions into ASPEN  Tags:</li> <li>• (Not started) Update and revise the menu of academic and behavioral interventions  Tags:</li> <li>• (Not started) Identify/create new progress monitoring tools that align to the benchmark assessments  Tags:</li> <li>• (Not started) Teachers will review and analyze benchmark data to accurately tier students  Tags:</li> <li>• (Not started) Teachers will progress monitor their students to determine if they are making progress toward their goal.  Tags:</li> <li>• (Not started) Teachers will review and analyze progress monitoring data to accurately tier students  Tags:</li> </ul>



- (Not started) Build parent communication tool to explain and report student tiers, interventions, and progress

Tags:

- (Not started) Continue to use IXL for differentiation and intervention in grades 3-8.

Tags:

- (Not started) Continue to use Benchmark Assessment System for differentiation and intervention in grades K-4.

Tags:

- (Not started) Continue to use the Leveled Literacy Intervention system for reading intervention.

Tags:

- (Not started) Identify students in need of social-emotional supports through the use of the BHT Referral Form

Tags:

- (Not started) Gather social/emotional data through pre- and post-assessments and on-going progress monitoring at least every 4 weeks.

Tags:

- (Not started) Referrals will be provided to parents for outside Tier 3 interventions

Tags:

- (Not started) Use SCC data to identify/monitor students in need or receiving SEL supports and/or interventions

Tags:

- (Not started) Use Behavior-Attendance-Grades (BAG) Report to identify/monitor students in need or receiving SEL supports and/or interventions

Tags:

- (Not started) Use Dashboard Data to provide a list of off-track students to teachers quarterly.

Tags:

## Strategy 4

If we do...	If we invest in culturally relevant curriculum and professional development to build teachers' capacity
Then we see...	an increase in students making cultural connections and relevancy in lessons to students' daily lives
which leads to...	greater student investment in learning which will increase student involvement with the curriculum and increase positive responses on the 5Essentials.
Budget Description	Purchase additional textbooks, classroom libraries and school libraries that reflect international diversity and reflect the cultures of Eberhart students. Extended day funds for teacher PD and PLCs that support Dual Language Education in the bilingual classrooms and Cultural Competency school-wide. Funds in sub buckets for teacher PD. Allocation of funds for Student Council and Beta Club (student leadership development, field trips, speakers for student assemblies, student choice). Develop additional opportunities for student voice in decision making and civic life (talking circles, peer support programming). Work with community partners to support youth programming (Southwest Organizing Project, Universidad Popular).
Tags	Curriculum, Relational Trust, Physical and Emotional Safety, Arts Education: Building a Student-Centered Arts Classroom, FACE2: Community Partnerships, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OLCE, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, SSCE: Critical Media Literacy, SSCE: Inclusive decision-making, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Align Social Studies standards and reading standards together to meet all cultural needs in all grade levels. Tags:</li> <li>• (Not started) Allocate funds to provide professional development that correlates with culturally relevant materials that align to standards as identified in the previous action step. Tags:</li> <li>• (Not started) Allocate funds to purchase resources that will be implemented into daily instruction that increases students ability to make cultural connections Tags:</li> <li>• (Not started) Continue partnership with Communities in Schools for intensive supports (Tier 2 &amp; 3 SEL interventions for targeted students), parent and family supports, and school-wide student and family engagement events. Tags:</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Climate Team will conduct Google surveys with students in grades 2-8 to determine SEL needs and opportunities for student voice.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Climate Team will develop regular schedule (1 per month/ quarter/ semester) of student focus groups and/or town hall meetings to increase student voice beyond Student Council and Beta Club.</li> </ul> <p>Tags:</p>
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## Action Plan

### Strategy 1

Identify, catalog and purchase (if necessary) vetted, complex Literacy and supplemental resources in English and Spanish to support task complexity across all grade levels.

Mar 01, 2020 to Dec 01, 2020 - DLC, Librarian, Literacy Specialist and Admin

Increase cross grade level collaboration and communication by using Professional Development days.

Aug 01, 2020 to Jun 30, 2021 - Team Leaders and Administration

Bring in outside experts for PD around our initiatives, such as Dual Language, MTSS, and other priorities.

Aug 01, 2020 to Jul 30, 2021 - Admin and Teacher Leadership Teams

Increase cross grade level collaboration and communication by using grade level meetings. Use survey to assess cross grade level collaboration and communication during grade level meetings to plan for second semester and following year.

Feb 01, 2021 to Jun 30, 2021 - Grade Level Team Leaders, Administration,

Bilingual Department will communicate with the whole school, not just teachers with EL students in their homerooms. This includes ancillary teachers and support staff. This will build the school community around the 3 Pillars of Dual Language Education.

Aug 01, 2020 to Jun 01, 2021 - ELPT, DLC, Grade Level Team Leaders DLLT

Diverse Learner department will communicate with teachers in grade level meetings.

Sep 01, 2020 to Jun 30, 2021 - DL Teachers, Grade Level Team Leaders, Case Manager

Use Professional Learning Communities, Grade Level Team Meetings and before/after-school professional development to build instructional capacity and collaboration across all grade levels and departments.

Aug 01, 2020 to Jun 01, 2021 - Admin, DLLT, Reading Specialist, ILT, Math Committee

Identify two school-wide powerful practices for 1st and 2nd semester Cycles of Continuous Improvement to increase task complexity.

May 01, 2020 to Aug 31, 2020 - ILT, Math Committee, DLLT, Admin

Engage in Cycles of Continuous Improvement for the two identified powerful practices during 1st & 2nd semester. This will include PD, safe practice, peer observations, learning walks, data collection and feedback loops.

Aug 01, 2020 to Jun 30, 2021 - ILT, Math Committee, DLLT, Admin

Continue Balanced Literacy supports for grades K-5 (Readers' & Writers' Workshop implementation).

Aug 01, 2020 to Jun 30, 2022 - Admin, Reading Specialist

Engage in ongoing professional learning for the 3 pillars and best practices in Dual Language Education (including targeted for K-2 and school-wide).

Mar 02, 2020 to Jun 30, 2022 - DLC, ELPT, DLLT and Admin

Educational Support Specialists will continue to provide instructional coaching and professional development for best practices.

Aug 01, 2020 to Jun 30, 2022 - DLC, ELPT, Literacy Specialist and Admin

## **Strategy 2**

Provide on-going professional development opportunities to all teachers to use the Checkpoint Assessment System to create formative and summative assessments.

Apr 15, 2020 to Dec 18, 2020 - Grade Level Team Leaders, Network 10 ISLs, Admin

Gather and review student assessment data by language of assessment, use the DLE Assessment Framework to determine which will be used by each grade level, and what instructional decisions the data will be used to make.

May 01, 2020 to Aug 31, 2020 - DLLT

Develop school-wide protocols for looking at student work to enhance feedback and instruction.

Aug 01, 2020 to Oct 01, 2020 - ILT, DLLT, Math Committee

Strengthen school-wide DDI data analysis and action plans to include specific feedback protocols for students (BOY, MOY, EOY).

Aug 01, 2020 to Oct 01, 2020 - ILT

Using Grade Level Team Meetings and PLCs, to build teacher capacity for qualitative feedback to students (i.e. frequency, focus on further development, revising for improvement)

Aug 24, 2020 to Jun 30, 2021 - Admin, Grade Level Team Leaders, DLC, ELPT, Literacy Specialist,

Review grading policies for each grade band. Collaborate to establish grade weights by subject and grade band. Determine implications for mastery of standards compared to work habits. Develop equitable protocols for addressing mastery of standards and work habits.

Aug 24, 2020 to Sep 04, 2020 - ILT, Grade Level Teams, Admin

Continue to use IXL for differentiation and intervention in grades 3-8.

Sep 01, 2020 to Jul 29, 2022 - Admin, Technology Coordinator, J. Shalabi & K. Place

Continue to use Benchmark Assessment System (BAS) for differentiation and intervention in grades K-4.

Aug 31, 2020 to Jun 30, 2022 - Admin, D. Rihani

### **Strategy 3**

Conduct a beginning of year professional development for all staff based on the MTSS Framework

Aug 17, 2020 to Aug 29, 2020 - Behavioral Health Team (BHT)

Conduct a beginning of year professional development for all staff based on documenting student academic and behavioral interventions into ASPEN

Aug 24, 2020 to Aug 28, 2020 - Behavioral Health Team (BHT)

Update and revise the menu of academic and behavioral interventions

Sep 06, 2020 to Oct 16, 2020 - Behavioral Health Team (BHT) collaboration with Teacher Teams

Identify/create new progress monitoring tools that align to the benchmark assessments

Sep 06, 2020 to Oct 16, 2020 - Grade Level Teams, Diverse Learner Teachers, English Learner Teachers

Teachers will review and analyze benchmark data to accurately tier students

Sep 01, 2020 to Jun 17, 2022 - Grade Level Teams, Diverse Learner Teachers, English Learner Teachers

Teachers will progress monitor their students to determine if they are making progress toward their goal.

Oct 05, 2020 to Jun 17, 2021 - K-8 Teachers

Teachers will review and analyze progress monitoring data to accurately tier students

Oct 05, 2020 to May 17, 2021 - Grade Level Teams, Diverse Learner Teachers, English Learner Teachers

Build parent communication tool to explain and report student tiers, interventions, and progress

Aug 24, 2020 to Sep 17, 2020 - Behavioral Health Team (BHT)

Continue to use IXL for differentiation and intervention in grades 3-8.

Aug 31, 2020 to Jun 17, 2022 - Admin, Technology Coordinator, J. Shalabi & K. Place

Continue to use Benchmark Assessment System for differentiation and intervention in grades K-4.

Aug 31, 2020 to Jun 17, 2022 - Admin, D. Rihani

Continue to use the Leveled Literacy Intervention system for reading intervention.

Aug 31, 2020 to Jun 17, 2022 - D. Rihani, Diverse Learner Team

Identify students in need of social-emotional supports through the use of the BHT Referral Form

Sep 01, 2020 to Jun 30, 2022 - Behavioral Health Team, Dean of Students, Clerks, Security, Grade-Level & Ancillary Teachers

Gather social/emotional data through pre- and post-assessments and on-going progress monitoring at least every 4 weeks.

Aug 31, 2020 to Jun 30, 2022 - Behavioral Health Team, Grade Level Teachers

Referrals will be provided to parents for outside Tier 3 interventions

Sep 01, 2020 to Jun 30, 2022 - Behavioral Health Team, Grade Level Teachers

Use SCC data to identify/monitor students in need or receiving SEL supports and/or interventions

Sep 01, 2020 to Jun 30, 2022 - Behavioral Health Team, Grade Level Teachers

Use Behavior-Arrival-Grades (BAG) Report to identify/monitor students in need or receiving SEL supports and/or interventions

Sep 01, 2020 to Jun 30, 2022 - Behavioral Health Team, Grade Level Teachers

Use Dashboard Data to provide a list of off-track students to teachers quarterly.

Sep 01, 2020 to Jun 30, 2022 - ILT, BHT, Admin

## **Strategy 4**

Align Social Studies standards and reading standards together to meet all cultural needs in all grade levels.

Aug 24, 2020 to Mar 31, 2021 - Administrators, grade levels, DLLT, ILT

Allocate funds to provide professional development that correlates with culturally relevant materials that align to standards as identified in the previous action step.

Aug 24, 2020 to Jun 30, 2021 - Administrators, grade levels, DLLT, ILT

Allocate funds to purchase resources that will be implemented into daily instruction that increases students ability to make cultural connections

Aug 24, 2020 to Jun 30, 2022 - Administrators & DLLT

Continue partnership with Communities in Schools for intensive supports (Tier 2 & 3 SEL interventions for targeted students), parent and family supports, and school-wide student and family engagement events.

Aug 24, 2020 to Jul 01, 2021 - Administrators, Behavioral Health Team

Climate Team will conduct Google surveys with students in grades 2-8 to determine SEL needs and opportunities for student voice.

Sep 01, 2020 to Nov 30, 2020 - Climate Team

Climate Team will develop regular schedule (1 per month/ quarter/ semester) of student focus groups and/or town hall meetings to increase student voice beyond Student Council and Beta Club.

Oct 01, 2020 to Jun 30, 2021 - Climate Team

## Fund Compliance

### ESSA Program

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

Non-title I school that does not receive any Title I funds

## ESSA Schoolwide Program

**A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**

As part of the development of the CIWP, a needs assessment occurs annually based on the School-Excellence Framework and the School Quality Rating Policy. This needs assessment primarily focuses on student achievement data, and the school-based structures that support student achievement.

**Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.**

Based on the annual needs assessment, school-based leadership teams develop action plans to address gaps in student achievement and the school-based structures that impact student achievement. Action plans focus on academic interventions and supports as well as social and emotional interventions and supports that facilitate student achievement. This includes DDI Action Plans and Culture and Climate initiatives.

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

All Eberhart School improvement strategies are researched based, address all three tiers of the academic program and are customized to meet the needs of the priority subgroups including Diverse Learners and English Learners. Current reform strategies include the implementation of Balanced Literacy, Dual Language Education and the TRU Dimensions of Powerful Classrooms.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

Students referred to the school's Behavioral Health Team due to social/emotional or academic concerns raised by their teachers or parents receive additional support. Such additional supports include participation in the Out of School Time (OST) after-school program, tutoring before school, mentoring support through the Check-in/Check-out program, interventions with the Reading Specialist or Bilingual Department, small group interventions in the classroom and referral to outside partners for support in or outside of school.

**Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.**

When teaching positions become available, positions are posted on the Chicago Public Schools Career Page. Teachers and the Local School Council are alerted to vacancies and encouraged to refer qualified candidates. Existing partnerships with local universities regularly result in pre-service teacher candidates doing observation, tutoring and student teaching hours at Eberhart creating a "home-grown" candidate pool. Communication with other principals in the academic network also provides referrals for highly qualified teacher candidates.



**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

Teacher leadership teams work in collaboration with the administrative team to research and plan "Bite-size PD" twice per month during grade level teams. These bi-monthly sessions often reinforce professional learning that goes in more depth on PD days. The school hires consultants to provide ongoing professional learning for teachers (i.e. Balanced Literacy implementation) and parents (i.e. PAC parent workshops). Teacher leaders also participate in conferences, workshops and seminars to build their capacity (La Cosecha Conference, IXL training, Dr. Jose Medina). This enables these teacher leaders to present what they have learned to colleagues and help plan additional professional learning to build the capacity of the staff. Administrators participate in this school-wide PD and also take yearly IAA classes and other professional development impact student learning.

**Strategies to increase parent involvement, such as family literacy services.**

Parent involvement and public participation are encouraged at LSC, PAC and BAC meetings. The PAC and BAC meetings also feature parent workshops that provide parents with strategies for supporting their children academically, emotionally, and nutritionally. Other events like Open House Father-Daughter and Mother-Son dances, Dia del Niño, Eagles School Store, and the Safe School, Safe Neighborhood Parade help parents to build relationships with other stakeholders and strengthens the home-school connection. Parents are also encouraged to make individual appointments with teachers, clinicians and administrators to address more in depth concerns. Support services and outside referrals are frequently offered to support families.

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

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

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

The Instructional Leadership Team and Math Committee are made up of volunteers willing to take on leadership roles. These teams, along with the grade level teams, participate in decision making on the use of assessments, the annual assessment plan and the DDI Action Plan. The Professional Personnel Leadership Committee (PPLC) is an elected, representative body that helps develop the overall instructional program through the development and monitoring of the Continuous Improvement Work Plan (CIWP).

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

Eberhart's Behavioral Health Team is taking over the responsibility for Multi-Tiered Systems of Support. Teachers can refer students for MTSS when students experience difficulty meeting/exceeding proficiency. This will also be monitored using Dashboard On Track data. Referrals consist of a questionnaire about the students and their observed strengths and difficulties. Interventions will be selected from a menu of

strategies and supports, and frequent progress monitoring will inform all stakeholders about the students progress. Lack of sufficient progress would result in more frequent or more intense interventions and more frequent progress monitoring to determine if further escalation is needed..

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

Eberhart School will maximize the effectiveness of external partnerships with organizations such as Communities in Schools (CIS), Southwest Organizing Project (SWOP), and Universidad Popular and Mt.Sinai Under the Rainbow to coordinate all supports for families. By utilizing parent meetings for guest speakers and Open House and Report Card Days for informational tables, parents can be made aware of existing supports for which they may qualify. Outside referrals are regularly made by school staff to community organizations for public benefits screenings to personalize the readily available information.

## ESSA Targeted Assistance Program

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### Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

We have monthly meetings of the Local School Council, our school's decision making body. It consists of parents, community members, teachers, and the principal. At these meetings parents and other stakeholders have an opportunity to address the council. In addition, our Parent Advisory Council and Bilingual Advisory Council meet on an alternating monthly basis. Stakeholder feedback is also solicited annually through the My Voice, My School Survey. Data from this survey is included in CIWP planning. The Dual Language Coordinator and ELPT serve as school liaisons to parent leaders on the PAC and BAC and are in frequent communication with them. The parent leaders regularly present ideas to the

administration. In addition, administrators meet frequently with individual parents to address their concerns and suggestions.

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

The Annual Title 1 meeting and PAC Organizational Meeting will be held on 9/25/20 to inform parents of the school's participation in ESSA, explain its requirements, and inform them of their right to be involved. Parent Advisory Council meetings are held every month following the annual meeting. Numerous other parental involvement meetings are held including an Open House Orientation Meeting, BAC meetings, Report Card Pick-up/Parent-Teacher Conferences, and other informational meetings. Parents are notified through a monthly calendar of events and parent bulletin sent home with students, the school's marquee, website, Twitter, and agendas posted at the school.

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

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

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

Student reading and math test scores on NWEA will be given to parents several times each year. This includes the BOY & MOY Goal Setting worksheets and EOY results. Parents will receive IAR assessment results each fall when provided by the Illinois State Board of Education and CPS.

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

The Chicago Public Schools sends out letters to parents if the teacher that the student has is not deemed highly qualified on a yearly basis. The school will ensure that these letters go out to parents in a timely manner. The school sends letters to parents when their child's teacher takes a leave of absence.

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

At Open House and the first Parent-Teacher Conference day, parents are made aware of the academic standards for the grade level and any applicable promotion requirements. At all BAC and PAC meetings, there are different speakers that address resources that parents can access. Strategies on literacy, mathematics, science, SEL supports and parental involvement to increase academic achievement are provided to parents at these meetings.

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

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

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

Parent feedback is solicited annually through the My Voice, My School Survey. Data from this survey is included in CIWP planning. The DLC and ELPT coordinator communicate frequently with parents and arrange meetings for the parent leaders to share their plans and ideas with the administration. Furthermore, they help the parent leaders to execute their plans once approved. In addition, teachers, paraprofessionals, office staff and administrators meet frequently with individual parents to address their concerns and suggestions. Teachers recruit parent volunteers for their classrooms, school events, field trips and the Parent Patrol.

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

Eberhart holds 2 Virtual Pre-K workshops for parents to help support their students before they come to Kindergarten. This program is coordinated by the Kindergarten teachers. The children from Midway preschool and Vick Village also tour the building in the spring prior to enrolling in kindergarten. Each year, the Eberhart Dual Language Coordinator will host meetings for incoming Kindergarten parents to learn about the Dual Language Program. This will support parents in making decisions about application and retention in the program. Eberhart is planning the addition of four Pre-K classrooms in the fall of 2021.

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

All information that is sent home with students from the school is in both Spanish and English. This includes parent letters, event flyers and monthly bulletins. Parents are able to select the language of their choice for Report Cards.

## Policy Implementation Activities

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

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

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

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

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

n/a

### School-Parent Compact (Complete)

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

Eberhart School prepares ALL our students for success in college, career, and civic life. Our Dual Language Education Program produces students who are multilingual, multi-literate, and multicultural. Our learning community provides a rigorous, standards-based curriculum, with an emphasis on fine and performing arts, in a safe and engaging learning environment. Building upon our students' linguistic and cultural capital improves students' social-emotional confidence, narrows the achievement gap, and empowers responsible and productive global citizens.

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

The school will hold an open house event for parents to meet their students teachers on Tuesday, September 15, 2020. We will also have two report card day conferences on November 18, 2020 & April 21, 2021.

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

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

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

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

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

During the Open House event, parents are encouraged to indicate their interest to volunteer at the school. Computers are made available to assist parents in completing the district's volunteer application and clearance procedures. This allows parents to volunteer in a variety of capacities. They can participate on Parent Patrol, in classrooms, as field trip chaperones, with the monthly Eagles School Store, and bi-annual Book Fair.

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

Parents have a Parent Resource Center where there are books for parents to read about parental strategies that they can use with their children. They also have access to computers, a printer and copier there. Parents are asked to check their child's agenda planner daily for homework assignments and teacher communication. Parents are expected to support school attendance and communicate with teachers. Parents can utilize the District's Parent Portal feature to track student grades in real-time in the Aspen Gradebook.

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

Parents will consult with school administrators at Bilingual Advisory Council Meetings, Local School Council Meetings, Parent Advisory Council Meetings, as part of the planning for Dual Language Education, and other events. Regular opportunities exist to collaborate with their child's teacher via telephone, email and conference. Many teachers also utilize electronic forums like Class Dojo, Seesaw and messaging apps like Remind to boost two-way communication with parents.

**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).**

Parents, Teachers and Counselors will stress to students the importance of good attendance and class preparation. Teachers conduct student goal setting meetings individually with students multiple times per year. Students can track their progress on district-wide assessments in their school agendas. There is also a character development component in each agenda. Students will be rewarded for positive behavior and work habits with Eagle dollars that can be used to purchase supplies at the school store each month (grades K-5). Students also have the opportunity to earn recognition as the Student of the Month and time in the Eagles Cave (game room) for excellence and improvement. Additional rewards like incentive field trips and dances (upper grades) and dress down days are used to reward students for excellent attendance, achievement and behavior.

## **Parent Budget (Complete)**

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

Eberhart School will achieve a 95% or higher parental participation rate on report card pickup days and open house events. We will provide opportunities for parents and staff to engage, discuss student needs and partner to meet the needs of the students. Eberhart will also provide personal development opportunities for parents and guardians to support their students academically and emotionally. Events will begin with Open House in September and continue monthly throughout the 2020-2022 school years.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$300.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$800.00
<b>54125</b>	<b>Consultants</b> 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)	\$4000.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$4227.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> 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.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00

<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00
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