Fairfield Elementary Academy 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

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
  - 4 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)
  - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 2 Employ the skills to effectively manage change
  - 1 Make ?safe practice? an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**:
- 3 - Structure for Continuous Improvement
  - 3 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
  - 4 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**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - 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
  - 1 Curriculum connects to real world, authentic application of learning
  - 2 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 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**:
- 3 - 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

- o 3 Use questioning and discussion as techniques to deepen student understanding
- o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- o 3 Provide students frequent, informative feedback
- o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 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)
- o **Evidence**:
- 2 - Balanced Assessment and Grading
    - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
    - o 2 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
    - o 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
    - o 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
    - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
    - o 2 Utilize assessments that measure the development of academic language for English learners
    - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
    - o 2 Improve and promote assessment literacy
    - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
    - o **Evidence**:
- 1 - MTSS
    - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
    - o 1 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)
    - o 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
    - o 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
    - o 2 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)
    - o 1 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)

- o 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)
- o 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)
- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 2 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)
- o 2 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)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 2 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)
- o 2 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)
- o 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 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)
- o 2 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)
- o 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)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 1 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)

- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 2 - Transitions, College & Career Access, & Persistence
  - o 2 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)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 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
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 1 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 1 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 1 Exercise student voice (REQUIRED: OSEL)
  - o 1 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture
  - o **Evidence**:
- 2 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 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)
  - o **Evidence**:
- 2 - Supportive and Equitable Approaches to Discipline

- o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 2 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)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
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: Curriculum	**0**
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
2	Quality and Character of School Life: Physical and Emotional Safety	**0**

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**3**
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**
3	Quality and Character of School Life: Relational Trust	**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	Vision: Attendance Rate for African American Male Students
Root Cause 1	Fairfield does not have a coordinated internal data system process nor a process to assess the impact of MTSS or the lack thereof, that both collects and synthesizes multiple sets of information in relation to academic, attitudinal, demographic data to inform the impact that staff approaches have to ensure consistent engagement of our AA students and families.
Area of Critical Need 2	Vision: Math Growth (3rd-8th)
Root Cause 2	Fairfield has not provided High Quality Professional Learning to Deliver Responsive Teaching centered on rigorous mathematical practices
Area of Critical Need 3	Vision: NWEA Attainment G2 (Math)
Root Cause 3	Fairfield has not provided High Quality Professional Learning to enable teachers to

	systematically utilize responsive teaching approaches centered on rigorous mathematical practices
Area of Critical Need 4	Vision: NWEA Attainment G2-8 (Reading) Students with IEP's
Root Cause 4	Fairfield does not have a coordinated internal data system process nor a process to assess the impact of MTSS or the lack thereof, that both collects and synthesizes multiple sets of information in relation to academic, attitudinal, demographic data to inform the impact that staff approaches have on the reading development of students with IEPs
Area of Critical Need 5	Vision: NWEA Attainment G2-8 (Math) Students with IEP's
Root Cause 5	Fairfield does not have a coordinated internal data system process nor a process to assess the impact of MTSS or the lack thereof, that both collects and synthesizes multiple sets of information in relation to academic, attitudinal, demographic data to inform the impact that staff approaches have on the reading development of students with IEPs

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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
Vision: Attendance Rate We chose this metric because after an analysis of attendance and achievement data we noticed a significant gap between African American students and Hispanic students. African American students ended the 2019-20 school year with an average daily attendance rate of 92.8% while Hispanic students ended 2019-20 with an average daily attendance rate of 95.8% and a current attendance rate of 91.8% compared to 95% for Hispanic students. Engaging in a deeper analysis of the data the African American Male student population currently have an even larger gap than African American female students and Hispanic students. Currently African American male students have an average daily attendance of 90.2% compared to	African American Male		92.08	93.19

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Hispanic males with 95.21%. Female African American students currently have an average daily attendance of 93.08% compared to Hispanic females with 94.7%. In addition, over the first 15 weeks of the 2019-20 school year African American students at Fairifeld had an average 3rd-8th Grade On Track percentage of 32% while Hispanic students had an average on track percentage of 59%. We feel that focused efforts to improve attendance for African American student at Fairfield will have a positive impact on all outcomes and school culture.				
Vision: NWEA Attainment G2 (Math) After an analysis of Grade 2 NWEA Math attainment using the CPS Portal and Vision goals we noticed significant gaps with Grade 2 Math Attainment for both Latino males and African American females. 23.8% of Latino Males achieved attainment in 2018-19 school year and only 16.67% for African American females. During the Fall 0% of Male Latinos and only 12.5% achieved attainment.	Latino (Male)		28.37	33.65
	African American Female		23.24	29.81
Vision: NWEA Attainment G2-8 (Reading) In 2018-19 the school base for 2-8th grade Attainment was 47.62% but students with IEP'S had an attainment of only 12% the lowest percentage of any priority group at Fairfield. The Fall 2019-20 attainment for diverse learners 15.8% also the lowest of all groups.	Students with IEPs		21.22	30.43
Vision: NWEA Attainment G2-8 (Math) (Blank)	Students with IEPs		14.13	24.26
Vision: NWEA Growth G3-8 (Math) (Blank)	EL		57.40	58.27

Required metrics (Elementary) (33% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Last year Fairfield had an overall score of Well Organized. Fairfield scored Neutral in Supportive Environment, our goal is to score Strong or better in the 2020 School Year.					

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 systematically analyze multiple sources of internal student data, emphasizing the analysis of formative assessment data, to inform planning and identify measurable and time-bound action steps in line with a responsive approach towards supporting all of our students so that each is positioned to meet/exceed criteria aligned to standards
Then we see...	staff taking an evidence-based approach to engage stakeholders and to tailor instruction to responsively meet the needs of groups and individual students,
which leads to...	a higher level of engagement by all stakeholders which which will positively impact academic and attitudinal outcomes such as a higher attendance rate for all of our students while specifically enabling Fairfield to raise the attendance rate for our AA students from 90.2% to 92.08% during SY2020-2021 and from 92.08% to 93.19% during SY2021-2022.
Budget Description	-Open buckets to pay personnel for the development of protocols, processes, policies and resources -Professional Development (Eureka Math, Literacy, and Science) for Leadership so that this guides application of learning through development of protocols, processes, and resources -Instructional Materials (IB) -Math Eureka Resources
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	• (On-Track) Write School Policies aligning district and IB standards for: 1. Assessment (International Baccalaureate Program) 2. Language (International Baccalaureate Program) 3. Inclusion (International Baccalaureate Program) Process to follow for each policy: 1. Leadership team will do a cross-check and analysis of district-wide and IB policies. 2. Create specific set of look-fors that

need to be reflected in teacher practice and materials when teaching. 3. Outline goals for teaching and learning in the context of the policy.

Tags:Assessment: Fair, Accurate and Consistent Grading Systems, MGIB: IB

- (Not started) Design Yearly Assessment Plan -Performance Based Assessments need to be created for each unit (MYP Program) -aligned to meeting program requirements -assess students' conceptual understandings -meet the IB learner profile & programme standards -school-wide assessments (Reading, Writing, Math, Science, SS, Enrichment) Fairfield teams will standardize their understanding and application of criteria before to decide achievement levels.

  Tags:Assessment: Fair, Accurate and Consistent Grading Systems, MGIB: IB

- (On-Track) Develop a protocol that will be used by school teams to discuss and monitor the effect of teaching on student learning. These protocols will: 1. Integrate the analysis of formative assessment data 2. Monitor progress and check for understanding for individual students 3. Adjustments to Instructional practice based on analysis of current data 4. Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s)"(IB Program) Engage MYP teachers in Assessment Policy Training a. Assessments need to be accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications a. 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)"

  Tags:Assessment: Fair, Accurate and Consistent Grading Systems, MGIB: IB

- (Behind) Develop Professional Development Calendar (Principal Directed Time) that embeds: DDI Cycles, Peer Observations, and MTSS (cross-reference milestones and targets around parent engagement, grading, interventions)

  Tags:MTSS: Fidelity of Implementation

- (Not started) Develop assessment calendar 1. Formative & Summative Assessment Calendar 2. Parent Surveys/Interviews 3. Student Surveys & Interviews

  Tags:Assessment: Monitoring Student Learning to Support Growth

- (On-Track) Develop calendar and protocols for Family Engagement that will be used during scheduled Parent events throughout the year: Calendar of Events Protocols used (Surveys/ Questionnaires) Resource sharing (Parent Tips aligned to Fairfield Priorities & Resources) Loop this data into DDI Cycles

  Tags:MTSS: Family and Community Engagement

- (Behind) Develop Protocols to be used during group meetings throughout the year to reflect on instructional practice and enable responses to be reflection and

action-oriented. 1. Protocols that will be used during DDI Cycles (protocol will have follow-up action steps)* 2. Protocols that will be used during Peer Observation Cycles (protocol will have follow-up action steps)* 3. Protocols that will be used during MTSS Problem-Solving Process* 4. Protocols that will be used during Core Walkthroughs* 5. Protocols that will be used during Classroom Observations (Look-For Documents)* 6. Protocols that will be used during Grade Band Meetings (Checklists & Trackers)* *Create protocols that embed follow-up action steps and a mechanism to assess the impact of action steps (to be used during data analysis process) *Protocols will be aligned to IB philosophy and policies

Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Design and/or select universally designed and IB aligned assessments that will allow for multiple pathways for students to demonstrate understanding of the objective(s) for the following core subject areas and disciplines: 1. Reading 2. Writing 3. Science (Amplify) 4. Math (Eureka) 5. Student Surveys 6. Exit Tickets Teachers and Resource Teachers: a. Work together on building common assessments within a department, course, or grade level team. b. Use common protocols and calibrate on scoring and grading in teacher teams. d. Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity

  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (On-Track) Develop content for Parent/Family Engagement Training to be used during parent events throughout the year: 1. Scripts to use when engaging parents a. Newsletter b. Parent Events c. Attendance Calls d. Responsive Call (positive or negative academic outcomes) e. Parent Nights (to develop familiarity with school structure, organization, and resources used) f. Class Dojo g. MTSS Process

  Tags:MTSS: Family and Community Engagement

- (Not started) Develop content for Parent Communications that will be inclusive of: 1. Image and Tone 2. Common language around: Structure, Organization, Grading, Student Learning Experiences

  Tags:FACE2: Parent Engagement

- (Completed) Training for leadership team, including admin, on Checkpoint Assessment system.

  Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System

- (Completed) Train teachers on the usage of the Checkpoint Assessment system.

Tags:Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System

- (Not started) Develop Collaborative Planning Calendar (MYP-6th-8th)

  Tags:MGIB: IB

- (Not started) Develop protocols to be used when engaging for collaborative planning: 1. Checklists 2. Templates integrating elements to be included in planning (content, assessment, responsiveness, adherence to IB policies)

  Tags:MGIB: IB

- (On-Track) Create surveys to monitor the continuity and ongoing development of the programme modeled after the ?My School, My Voice Survey? will be administered to students, parents, and staff in the MOY.

  Tags:FACE2: Parent Engagement, MGIB: IB

- (Not started) Engage the MYP team in professional learning and dialogue to identify common understandings and a common language about high quality assessment practices. Establish an effective standards-based grading system spanning from 6th-8th grade that incorporates the following: -clear articulation of proficiency levels (before and after content is taught) -clear segmentation of content addressed within each discipline and assessed (i.e. Marzano) -clear articulation of assessments that will be utilized to assess student learning - integration of features of universal design in assessments utilized.

  Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning, MGIB: IB

- (Not started) IB Program Develop a system that monitors student involvement in service.

  Tags:MGIB: IB

- (Not started) Develop a structure that will enable learners to self-assess reflect on their work to be used throughout the year: These skills and structures will need to be incorporated into the regular practice of teachers of all content areas including enrichment courses through conferencing, self-assessment, and peer-review.

  Tags:Assessment: Fair, Accurate and Consistent Grading Systems, MGIB: IB

- (Not started) Design a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers. a. 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. b. Measure, report, and document student progress and proficiency: b1. against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff. b2. 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). c. 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. d. Ensure grades are not used as a form of punishment, control, or compliance. Tags:Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Develop a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, MTSS: Problem Solving Process

Strategy 2

If we do...	If we...embed and expand access school-wide to standards-based education in all disciplines and subject areas that focuses on the attainment of discipline specific practices through equitable, culturally responsive. real-world anchored and inquiry-based instruction while...building teacher team capacity to ensure that there is an application of systematic responsive strategies and resources that can be used to support all students, inclusive of students with disabilities and English Learners
Then we see...	will see students who are empowered by and engaged with their education and IB experience across race, gender, and other demographic lines
which leads to...	improved student outcomes, specifically in the area of Math (NWEA Growth 3rd-8th) for the following groups: All students from 39.13% meeting/exceeding growth targets to 45% meeting/exceeding growth targets by the end of SY2021, 55% meeting/exceeding growth targets by the end of SY2022, to 60% meeting/exceeding growth targets by the end of SY2023 and 62% meeting/exceeding growth targets by 2024; AA from 40.9% meeting/exceeding growth targets to 45% meeting/exceeding growth targets by the end of SY2021, 55% meeting/exceeding growth targets by the end of SY2022, to 60% meeting/exceeding growth targets by the end of SY2023 and 62% meeting/exceeding growth targets by 2024; EL students from 38.18 % meeting/exceeding growth targets to 45% meeting/exceeding growth targets by the end of SY2021, 55% meeting/exceeding growth targets by the end of SY2022, to 60% meeting/exceeding growth targets by the end of SY2023 and 62% meeting/exceeding growth targets by 2024
Budget Description	Buckets and Math Materials
Tags	Instruction, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access

Action steps	(Not started) Revise scope and sequence for K-8 (Math, Science, SS, Rdg, Wtg) to ensure that key standards are addressed and so that we have a timeline to when standards are projected to be taught and learned Tags:Curriculum (Not started) Develop a scope and sequence for Art, PE, Spanish, Design/Research to ensure that key standards are addressed and so that we have a timeline to when standards are projected to be taught and learned Tags:Curriculum (Not started) Develop standards/expectations for unit plans, lesson materials, and assessments Tags:Curriculum (Completed) Purchase curricular resource for Math (K-8); Tags:Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum (On-Track) Professional Development for Mathematical Practices centered on building conceptual understandings: Eureka Math; Erikson. Application of math practices will be monitored using identified protocol/tool to be used during internal and external classroom observations; through student performance on formative assessments, and through DDI cycles - analysis of student work/tasks during GL meetings. Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum (Not started) Professional Development for Reading (inclusive of phonics)/Writing Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Completed) Develop Unit Planning/Lesson Planning Template that has a set of components that guide teachers into the practice of reflecting on the outcomes from formative assessment data Components: Key Unit Standards Objectives Criteria Assessments Goals (based off of formative assessment data (DDI Cycles) Mini-lesson Conferring Small Group Instruction Tags:MTSS: Curriculum & Instruction (Not started) IB Coordinator will hold an IB Orientation for the entire middle school in order to inform students about the IB Learner Profile and the IB

Framework. Hold a series of sessions for parents and students in 6th-8th grade acculturating them to the IB Philosophy during the Summer and Fall of 2020.

Tags:MGIB: IB

- (On-Track) MYP teacher teams will be engaged in formal training required by the IB Network.

  Tags:MGIB: IB

- (Not started) IB Coordinator will lead professional learning on the Learner Profile will be provided to teacher teams. Teacher teams will collaborate to identify one strategy in which the IB learner profile can be implemented within the classroom. Teacher teams will collaborate to identify one way that it can be implemented at the school-wide level. Admin team will collaborate to identify one way that it will be implemented at the community level.

  Tags:MGIB: IB

- (Not started) Identify an IB community liaison within the Fairfield School Community to forge strong relationships with community agencies, leading to bridging the Chicago Lawn Community with Fairfield (IB Program & Student Learning Experiences).

  Tags:MGIB: IB

- (On-Track) IB coordinator and admin will attend all IB Heads of School and coordinator meetings. IB coordinator and admin will complete Heads of School MYP Implementation training (CAT 1 and CAT 2). Teacher teams will also attend CAT 1 workshop training through the IB for their own subject groups.

  Tags:MGIB: IB

- (Not started) Hold a BOY IB orientation, then a MOY and EOY check-in with students to update them with the IB programme and philosophy. Embed the classroom and school environment with more information about the IB programme and philosophy. All students will be incorporated in the IB MYP program.

  Tags:MGIB: IB

- (Not started) ILT will meet on a biweekly basis to review and assess progress made with the implementation of the IB program. To lead professional learning around the IB framework and the various components of the middle years programme Plan schoolwide next steps To share progress and upcoming actions To brainstorm and support upcoming learning To plan upcoming staff PD

  Tags:Leadership for Continuous Improvement

- (Not started) Implement coaching cycles for all teachers, following the usage of protocols during classroom observation, pre & post observation, and teachers

completing surveys that continue to provide leadership with feedback on the effectiveness of these coaching cycles.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (On-Track) Will provide updates and seek input from LSC and PAC on the ongoing implementation of the IB program on monthly basis. Will be evident in agendas/minutes. Will provide updates and seek input from grade-level teacher teams on the ongoing implementation of the IB program on a monthly basis. Will be evident in agendas/minutes. Will be working alongside IBO and providing updates through the three PYP/MYP coordinators meetings held for CPS.

Tags:MGIB: IB

- (Completed) Create classroom observation tools to guide teacher teams around this approach to teaching and learning Create unit planning checklists/feedback tools so that these types of learning experiences take a center focus when planning for instruction.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Fairfield Curriculum (aligned to IB) Identify common strategies and tools to assess student learning. Identify learning expectations of student learning. Ensure that the written curriculum provides opportunities for student learning. Solidify systems that will be used to identify student learning over time across the curriculum. Ensure that student and development related to all attributes of the IB Learner Profile are assessed and reported. Align standards-based learning to grading system utilized by Chicago Public Schools.

Tags:Curriculum

- (On-Track) (IB Aligned) -Create a master schedule that embeds common planning time for teachers for the Academic Year 2020-2021 -Create a calendar that will serve to provide teacher teams extended time to collaborate during the school day.

Tags:MGIB: IB

- (On-Track) IB (Programming) Teachers will be provided with PD on what key concepts are vs. related concepts. Teachers will be provided a google form to evaluate the effectiveness of the content presented. Teachers will reflect through self and peer assessment in order to revise unit plans so that related and key concepts are being effectively used.

Tags:MGIB: IB

- (Not started) IB (Programming) Teachers will be provided with PD over the inquiry cycle and taking informed action. Teachers will receive professional development on interdisciplinary teaching that will be geared towards inquiry

| | learning and having students take informed action in response to their own needs or the needs of others.

Tags:MGIB: IB

- (Not started) IB (Programming) Resources will be created for teacher teams to facilitate calibration and quality control, some of these resources will include: - Look-For document for the Written Curriculum is anchored to IB guidelines and policies. - Having teachers reflect through self and peer assessment in team meetings in order to revise unit plans and future student assessments

Tags:MGIB: IB

- (Not started) Spring/Summer of 2020, the Fairfield team will develop a curriculum framework for MYP that integrates the following components: -CPS Framework for Teaching (aligned to Danielson?s Framework) -IB Standards, Common Core State Standards, Language Development Standards Disciplinary Standards -Assessment Policy -Language Policy -Essential Understandings - Interconnections to all disciplines and core subject areas

Tags:MGIB: IB

- (Not started) -Buy resources and materials to help facilitate both for teachers and students access to content within global contexts.

Tags:MGIB: IB |
|---|---|

Strategy 3

If we do...	develop a local Tiering Criteria, aligned to the Assessment Policy at Fairfield (i.e. IB Program) that follows the 80-15-5 model in the MTSS Framework and develop a Menu of Interventions aligned to the needs of students and respective tiers.
Then we see...	that teacher teams will be able to identify students (or staff) for appropriate tiers of intervention(or PD & supports) and align students to an effective high-quality intervention.
which leads to...	which leads to fully implemented standardized systems and structures to support all students, including students with IEPs, as measured by raising baseline thresholds of performance in: (taken from the CPS 5-Year Vision Portal) NWEA Growth in Reading from 54.55% (2019) of students meeting/exceeding growth targets to 58.00% (SY2021) to 62.00% (SY2022) to 66.00% (SY2023) to 68% (SY2024); NWEA Attainment in Reading from 15.38% (2019) to 25.00%(SY2021) to 40%(SY2022) to 50% (SY2023) to 61% (SY2024); NWEA Attainment in Math from 7.69% (2019) to 25.00%(SY2021) to 40%(SY2022) to 50% (SY2023) to 56% (SY2024)
Budget Description	Buckets (Professional learning and development of protocols/processes) Buckets for Instructional Planning Buckets for Parent Events

Tags	Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	(On-Track) Develop IB Assessment Policy Tags:Assessment: Fair, Accurate and Consistent Grading Systems (Completed) Develop MTSS Framework for Fairfield, referencing already developed framework by CPS Tags:MTSS: Problem Solving Process, MTSS: Shared Leadership (Not started) Assign team to develop local tiering criteria, aligned to Assessment Policy that follows 80-15-5 model in MTSS Framework Tags:MTSS (On-Track) Develop menu of instructional interventions to be used during small group instruction and independent practice; methods are highly responsive to Diverse Learners, English Language Learners, and STLS Tags:MTSS: Curriculum & Instruction (Not started) Develop PD calendar build teacher capacity around sound Tier 1, Tier 2, and Tier 3 instructional methods and responses Tags:MTSS (Not started) Design universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS) Tags:MTSS (Not started) MTSS Team completes SEF ratings for MTSS subcategories at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS) Tags:MTSS (Not started) 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 Tags:MTSS (On-Track) 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

Tags:MTSS: Shared Leadership

- (Not started) MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions

  Tags:MTSS: Shared Leadership

- (Completed) 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)

  Tags:MTSS: Shared Leadership

- (Not started) School Teams communicate MTSS related outcomes to all stakeholders on a monthly basis

  Tags:MTSS: Shared Leadership

- (Not started) Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3

  Tags:MTSS: Problem Solving Process

- (Not started) (Set of look-fors and self & peer assessment tools will be used) Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)

  Tags:MTSS: Curriculum & Instruction

- (Not started) Instructional staff provides interventions that are research-based (set of look-fors and self & peer assessment tools will be used) a. Teachers and staff receive clear communication, support, and strategies from their school?s Behavioral Health Team, other Tier 2/3 SEL Team, or administrators/support staff to better support students with targeted or intensive social and emotional needs b. Evidence-based small group and individual interventions are provided for students who need additional support to develop their academic, social, and emotional skills"

  Tags:MTSS: Curriculum & Instruction

- (Not started) School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs

  Tags:MTSS: Curriculum & Instruction

- (On-Track) 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)

  Tags:MTSS: Progress Monitoring

- (Not started) School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments

  Tags:MTSS: Progress Monitoring

- (Not started) MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring

  Tags:MTSS: Progress Monitoring

- (Not started) Establish regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (a. School offers and/or connects students, staff, and families to trauma sensitive services for prevention, early intervention, treatment, and crisis intervention

  Tags:MTSS: Family and Community Engagement

- (Completed) 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

  Tags:MTSS: Family and Community Engagement

- (Not started) 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)

  Tags:Family & Community Engagement

- (Not started) School teams use feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

  Tags:MTSS: Family and Community Engagement

- (Not started) School will design and engages families in supporting with progress monitoring of their students

  Tags:MTSS: Family and Community Engagement

	• (Not started) School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation Tags:MTSS: Fidelity of Implementation • (Not started) School teams use self-reflecting processes (SEF and the CIWP to evaluate and improve MTSS framework and implementation) Tags:MTSS: Fidelity of Implementation • (Not started) School teams use self-reflecting processes (SEF and the CIWP to evaluate and improve MTSS framework and implementation) Tags:MTSS: Fidelity of Implementation

Action Plan

Strategy 1

Completed Aug 28, 2020

Training for leadership team, including admin, on Checkpoint Assessment system.

Jul 01, 2020 to Jul 30, 2020 - Principal/AP

Completed Aug 28, 2020

Train teachers on the usage of the Checkpoint Assessment system.

Aug 10, 2020 to Aug 28, 2020 - Resource Team

Develop assessment calendar 1. Formative & Summative Assessment Calendar 2. Parent Surveys/Interviews 3. Student Surveys & Interviews

Jul 01, 2020 to Jul 30, 2020 - Principal/AP

On-Track Sep 30, 2020

Develop content for Parent/Family Engagement Training to be used during parent events throughout the year: 1. Scripts to use when engaging parents a. Newsletter b. Parent Events c. Attendance Calls d. Responsive Call (positive or negative academic outcomes) e. Parent Nights (to develop familiarity with school structure, organization, and resources used) f. Class Dojo g. MTSS Process

Jul 01, 2020 to Jul 30, 2020 - Resource Team & ILT

On-Track Oct 19, 2020

Develop calendar and protocols for Family Engagement that will be used during scheduled Parent events throughout the year: Calendar of Events Protocols used (Surveys/ Questionnaires) Resource sharing (Parent Tips aligned to Fairfield Priorities & Resources) Loop this data into DDI Cycles

Jul 01, 2020 to Jul 30, 2020 - ILT

Design and/or select universally designed and IB aligned assessments that will allow for multiple pathways for students to demonstrate understanding of the objective(s) for the following core subject areas and disciplines: 1. Reading 2. Writing 3. Science (Amplify) 4. Math (Eureka) 5. Student Surveys 6. Exit Tickets Teachers and Resource Teachers: a. Work together on building common assessments within a department, course, or grade level team. b. Use common protocols and calibrate on scoring and grading in teacher teams. d. Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity

Jul 01, 2020 to Jul 30, 2020 - Teachers and Resource Team

On-Track Oct 19, 2020

Write School Policies aligning district and IB standards for: 1. Assessment (International Baccalaureate Program) 2. Language (International Baccalaureate Program) 3. Inclusion (International Baccalaureate Program) Process to follow for each policy: 1. Leadership team will do a cross-check and analysis of district-wide and IB policies. 2. Create specific set of look-fors that need to be reflected in teacher practice and materials when teaching. 3. Outline goals for teaching and learning in the context of the policy.

Jun 01, 2020 to Jun 30, 2020 - ILT, IB Coordinator, Resource Team

Behind Oct 19, 2020

Develop Professional Development Calendar (Principal Directed Time) that embeds: DDI Cycles, Peer Observations, and MTSS (cross-reference milestones and targets around parent engagement, grading, interventions)

Jul 01, 2020 to Jul 30, 2020 - ILT

Behind Oct 19, 2020

Develop Protocols to be used during group meetings throughout the year to reflect on instructional practice and enable responses to be reflection and action-oriented. 1. Protocols that will be used during DDI Cycles (protocol will have follow-up action steps)* 2. Protocols that will be used during Peer Observation Cycles (protocol will have follow-up action steps)* 3. Protocols that will be used during MTSS Problem-Solving Process* 4. Protocols that will be used during Core Walkthroughs* 5. Protocols that will be used during Classroom Observations (Look-For Documents)* 6. Protocols that will be used during Grade Band Meetings (Checklists & Trackers)* *Create protocols that embed follow-up action steps and a mechanism to assess the impact of action steps (to be used during data analysis process) *Protocols will be aligned to IB philosophy and policies

Jul 01, 2020 to Jul 30, 2020 - ILT & Resource Team

Develop content for Parent Communications that will be inclusive of: 1. Image and Tone 2. Common language around: Structure, Organization, Grading, Student Learning Experiences

Aug 24, 2020 to Aug 28, 2020 - Principal/AP

Develop Collaborative Planning Calendar (MYP-6th-8th)

Jul 01, 2020 to Jul 30, 2020 - Admin & IB Coordinator

Not started Oct 19, 2020

Develop protocols to be used when engaging for collaborative planning: 1. Checklists 2. Templates integrating elements to be included in planning (content, assessment, responsiveness, adherence to IB policies)

Jun 23, 2020 to Jun 30, 2020 - Leadership & IB Coordinator

On-Track Oct 19, 2020

Create surveys to monitor the continuity and ongoing development of the programme modeled after the ?My School, My Voice Survey? will be administered to students, parents, and staff in the MOY.

Jul 15, 2020 to Jul 30, 2020 - Resource Team & ILT

Engage the MYP team in professional learning and dialogue to identify common understandings and a common language about high quality assessment practices. Establish an effective standards-based grading system spanning from 6th-8th grade that incorporates the following: -clear articulation of proficiency levels (before and after content is taught) -clear segmentation of content addressed within each discipline and assessed (i.e. Marzano) -clear articulation of assessments that will be utilized to assess student learning -integration of features of universal design in assessments utilized.

Jul 19, 2020 to Jul 31, 2020 - IB Coordinator

IB Program Develop a system that monitors student involvement in service.

Jul 01, 2020 to Jul 17, 2020 - IB Coordinator

Develop a structure that will enable learners to self-assess reflect on their work to be used throughout the year: These skills and structures will need to be incorporated into the regular practice of teachers of all content areas including enrichment courses through conferencing, self-assessment, and peer-review.

Jul 15, 2020 to Jul 30, 2020 - IB Coordinator & MYP Teachers

On-Track Oct 19, 2020

Develop a protocol that will be used by school teams to discuss and monitor the effect of teaching on student learning. These protocols will: 1. Integrate the analysis of formative assessment data 2. Monitor progress and check for understanding for individual students 3.

Adjustments to Instructional practice based on analysis of current data 4. Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s)"(IB Program) Engage MYP teachers in Assessment Policy Training a. Assessments need to be accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications a. 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)"

Aug 01, 2020 to Aug 31, 2020 - IB Coordinator

Design Yearly Assessment Plan -Performance Based Assessments need to be created for each unit (MYP Program) -aligned to meeting program requirements -assess students' conceptual understandings -meet the IB learner profile & programme standards -school-wide assessments (Reading, Writing, Math, Science, SS, Enrichment) Fairfield teams will standardize their understanding and application of criteria before to decide achievement levels.

Jul 01, 2020 to Jul 31, 2020 - Leadership Team

Design a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers. a. 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. b. Measure, report, and document student progress and proficiency: b1. against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff. b2. 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). c. 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. d. Ensure grades are not used as a form of punishment, control, or compliance.

Jun 21, 2020 to Jul 10, 2020 - ILT, Resource Team, Admin

Develop a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

Jul 01, 2020 to Jul 30, 2020 - Leadership Team

Strategy 2

Revise scope and sequence for K-8 (Math, Science, SS, Rdg, Wtg) to ensure that key standards are addressed and so that we have a timeline to when standards are projected to be taught and learned

Jul 01, 2020 to Jul 30, 2020 - ILT

Develop a scope and sequence for Art, PE, Spanish, Design/Research to ensure that key standards are addressed and so that we have a timeline to when standards are projected to be taught and learned

Jul 01, 2020 to Jul 30, 2020 - ILT

Develop standards/expectations for unit plans, lesson materials, and assessments

Jul 01, 2020 to Jul 30, 2020 - ILT

Completed Oct 19, 2020

Purchase curricular resource for Math (K-8);

Jul 01, 2020 to Jul 10, 2020 - Admin

On-Track Oct 19, 2020

Professional Development for Mathematical Practices centered on building conceptual understandings: Eureka Math; Erikson. Application of math practices will be monitored using identified protocol/tool to be used during internal and external classroom observations; through student performance on formative assessments, and through DDI cycles - analysis of student work/tasks during GL meetings.

Aug 28, 2020 to Mar 31, 2021 - Admin, Resource Team members & PDP

Professional Development for Reading (inclusive of phonics)/Writing

Aug 28, 2020 to Mar 31, 2021 - Admin, Resource Team & PDP

Completed Oct 19, 2020

Develop Unit Planning/Lesson Planning Template that has a set of components that guide teachers into the practice of reflecting on the outcomes from formative assessment data Components: Key Unit Standards Objectives Criteria Assessments Goals (based off of formative assessment data (DDI Cycles) Mini-lesson Conferring Small Group Instruction

Jul 01, 2020 to Jul 17, 2020 - Resource Team & ILT

IB Coordinator will hold an IB Orientation for the entire middle school in order to inform students about the IB Learner Profile and the IB Framework. Hold a series of sessions for parents and students in 6th-8th grade acculturating them to the IB Philosophy during the Summer and Fall of 2020.

Sep 01, 2020 to Sep 04, 2020 - IB Coordinator

On-Track Oct 19, 2020

MYP teacher teams will be engaged in formal training required by the IB Network.

Jun 20, 2020 to Jul 20, 2020 - MYP Teachers, Admin, IB Coordinator

IB Coordinator will lead professional learning on the Learner Profile will be provided to teacher teams. Teacher teams will collaborate to identify one strategy in which the IB learner profile can be implemented within the classroom. Teacher teams will collaborate to identify one way that it

can be implemented at the school-wide level. Admin team will collaborate to identify one way that it will be implemented at the community level.

Jul 01, 2020 to Jul 17, 2020 - IB Coordinator

Identify an IB community liaison within the Fairfield School Community to forge strong relationships with community agencies, leading to bridging the Chicago Lawn Community with Fairfield (IB Program & Student Learning Experiences).

Jun 01, 2020 to Jun 30, 2020 - Admin

On-Track Oct 19, 2020

IB coordinator and admin will attend all IB Heads of School and coordinator meetings. IB coordinator and admin will complete Heads of School MYP Implementation training (CAT 1 and CAT 2). Teacher teams will also attend CAT 1 workshop training through the IB for their own subject groups.

May 01, 2020 to Jul 31, 2020 - Admin & IB Coordinator

Hold a BOY IB orientation, then a MOY and EOY check-in with students to update them with the IB programme and philosophy. Embed the classroom and school environment with more information about the IB programme and philosophy. All students will be incorporated in the IB MYP program.

Aug 24, 2020 to Aug 28, 2020 - IB Coordinator

ILT will meet on a biweekly basis to review and assess progress made with the implementation of the IB program. To lead professional learning around the IB framework and the various components of the middle years programme Plan schoolwide next steps To share progress and upcoming actions To brainstorm and support upcoming learning To plan upcoming staff PD

Sep 01, 2020 to Jun 11, 2021 - ILT and Admin

Implement coaching cycles for all teachers, following the usage of protocols during classroom observation, pre & post observation, and teachers completing surveys that continue to provide leadership with feedback on the effectiveness of these coaching cycles.

Sep 01, 2020 to Jun 11, 2021 - Admin, Resource Team, ILT

On-Track Oct 19, 2020

Will provide updates and seek input from LSC and PAC on the ongoing implementation of the IB program on monthly basis. Will be evident in agendas/minutes. Will provide updates and seek input from grade-level teacher teams on the ongoing implementation of the IB program on a monthly basis. Will be evident in agendas/minutes. Will be working alongside IBO and providing updates through the three PYP/MYP coordinators meetings held for CPS.

Sep 01, 2020 to Jun 11, 2021 - IB Coordinator

Completed Oct 19, 2020

Create classroom observation tools to guide teacher teams around this approach to teaching and learning Create unit planning checklists/feedback tools so that these types of learning experiences take a center focus when planning for instruction.

Jul 12, 2020 to Aug 07, 2020 - Resource Team and ILT

Fairfield Curriculum (aligned to IB) Identify common strategies and tools to assess student learning. Identify learning expectations of student learning. Ensure that the written curriculum provides opportunities for student learning. Solidify systems that will be used to identify student learning over time across the curriculum. Ensure that student and development related to all attributes of the IB Learner Profile are assessed and reported. Align standards-based learning to grading system utilized by Chicago Public Schools.

Jul 05, 2020 to Jul 31, 2020 - Resource Team & ILT

On-Track Oct 19, 2020

(IB Aligned) -Create a master schedule that embeds common planning time for teachers for the Academic Year 2020-2021 -Create a calendar that will serve to provide teacher teams extended time to collaborate during the school day.

Jun 14, 2020 to Jun 30, 2020 - Admin

On-Track Oct 19, 2020

IB (Programming) Teachers will be provided with PD on what key concepts are vs. related concepts. Teachers will be provided a google form to evaluate the effectiveness of the content presented. Teachers will reflect through self and peer assessment in order to revise unit plans so that related and key concepts are being effectively used.

Aug 24, 2020 to Aug 28, 2020 - IB Coordinator

IB (Programming) Teachers will be provided with PD over the inquiry cycle and taking informed action. Teachers will receive professional development on interdisciplinary teaching that will be geared towards inquiry learning and having students take informed action in response to their own needs or the needs of others.

Aug 24, 2020 to Aug 28, 2020 - IB Coordinator

IB (Programming) Resources will be created for teacher teams to facilitate calibration and quality control, some of these resources will include: -Look-For document for the Written Curriculum is anchored to IB guidelines and policies. - Having teachers reflect through self and peer assessment in team meetings in order to revise unit plans and future student assessments

Aug 24, 2020 to Aug 28, 2020 - IB Coordinator

Spring/Summer of 2020, the Fairfield team will develop a curriculum framework for MYP that integrates the following components: -CPS Framework for Teaching (aligned to Danielson?s Framework) -IB Standards, Common Core State Standards, Language Development Standards Disciplinary Standards -Assessment Policy -Language Policy -Essential Understandings - Interconnections to all disciplines and core subject areas

Jul 01, 2020 to Jul 31, 2020 - IB Coordinator, Resource Team, MYP Team, ILT

-Buy resources and materials to help facilitate both for teachers and students access to content within global contexts.

Jun 01, 2020 to Jul 31, 2020 - Admin

Strategy 3

On-Track Oct 19, 2020

Develop IB Assessment Policy

Jun 01, 2020 to Jun 30, 2020 - IB Coordinator, Resource Team, ILT

Completed Oct 19, 2020

Develop MTSS Framework for Fairfield, referencing already developed framework by CPS

Jun 01, 2020 to Jun 30, 2020 - ILT

Assign team to develop local tiering criteria, aligned to Assessment Policy that follows 80-15-5 model in MTSS Framework

Jun 01, 2020 to Jun 30, 2020 - ILT

On-Track Oct 19, 2020

Develop menu of instructional interventions to be used during small group instruction and independent practice; methods are highly responsive to Diverse Learners, English Language Learners, and STLS

Jun 01, 2020 to Jun 30, 2020 - ILT

Develop PD calendar build teacher capacity around sound Tier 1, Tier 2, and Tier 3 instructional methods and responses

Jun 01, 2020 to Jun 30, 2020 - Admin

Design universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

Jul 01, 2020 to Jul 30, 2020 - MTSS Team

MTSS Team completes SEF ratings for MTSS subcategories at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

Sep 01, 2020 to Mar 04, 2022 - MTSS Team

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

Sep 01, 2020 to Mar 04, 2022 - MTSS Team, Teacher Teams, Admin

On-Track Oct 19, 2020

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

Jul 01, 2020 to Jul 18, 2020 - Admin

MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions

Sep 01, 2020 to Mar 04, 2022 - MTSS Team

Completed Aug 28, 2020

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)

Aug 01, 2020 to Aug 28, 2020 - MTSS Team

School Teams communicate MTSS related outcomes to all stakeholders on a monthly basis

Sep 01, 2020 to Mar 04, 2022 - Teacher Teams & Admin

Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3

Sep 01, 2020 to Mar 04, 2022 - MTSS Team

(Set of look-fors and self & peer assessment tools will be used) Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)

Sep 01, 2020 to Mar 04, 2022 - MTSS Team, Teacher Teams, & Resource Team

Instructional staff provides interventions that are research-based (set of look-fors and self & peer assessment tools will be used) a. Teachers and staff receive clear communication, support, and strategies from their school?s Behavioral Health Team, other Tier 2/3 SEL Team, or administrators/support staff to better support students with targeted or intensive social and emotional needs b. Evidence-based small group and individual interventions are provided for students who need additional support to develop their academic, social, and emotional skills"

Sep 01, 2020 to Mar 04, 2022 - MTSS Team, Teacher teams, Resource team

School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs

Sep 01, 2020 to Mar 04, 2022 - Teacher Teams & Resource Team

On-Track Oct 19, 2020

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)

Jul 01, 2020 to Jul 31, 2020 - ILT & MTSS Team

School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments

Jul 01, 2020 to Mar 04, 2022 - MTSS Team

MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring

Jul 01, 2020 to Aug 28, 2020 - MTSS Team

Establish regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (a. School offers and/or connects students, staff, and families to trauma sensitive services for prevention, early intervention, treatment, and crisis intervention

Sep 25, 2020 to Sep 25, 2020 - ILT & Teacher Teams

Completed Oct 19, 2020

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

Jul 12, 2020 to Jul 31, 2020 - ILT

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)

Sep 01, 2020 to Mar 04, 2022 - ILT & Teacher Teams

School teams use feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

Sep 01, 2020 to Mar 04, 2022 - ILT & Teacher Teams

School will design and engages families in supporting with progress monitoring of their students

Sep 01, 2020 to Mar 04, 2022 - ILT & Teacher Teams

School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation

Sep 01, 2020 to Mar 04, 2022 - ILT & Teacher Teams

School teams use self-reflecting processes (SEF and the CIWP to evaluate and improve MTSS framework and implementation)

Sep 01, 2020 to Sep 01, 2020 - ILT

School teams use self-reflecting processes (SEF and the CIWP to evaluate and improve MTSS framework and implementation)

Oct 31, 2020 to Mar 04, 2022 -

Fund Compliance

ESSA Program

[X]

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.

The leadership team engaged in a robust needs assessment during the Winter/Spring of 2020 in order to design a responsive CIWP that would enable the school team to build off its success while at the same time position us to efficiently close gaps, specifically in the areas of: Math Growth & Attainment, Attendance, and Reading Attainment for all groups.
The leadership team analyzed historical school data via the CPS Vision Portal, 5Essentials Data, CPS Dashboard (school-discipline data), and student survey data (1:1 conferences with students).
Critical areas of need identified were:
Attendance
NWEA Attainment & Growth (Math)
NWEA Attainment (Reading)

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

Fairfield has school-wide systems that reinforce and magnify a positive impact on all student, inclusive of historically underserved student populations and these are:
High Quality Curricular Resources that are strongly aligned to Illinois State Learning Standards
School-wide systematic structures such as peer observations, common assessments, and DDI (Data-Driven Instruction) Cycles to enable teacher teams and teachers to continuously reflect on the impact that approaches to teaching are having on student learning by analyzing student assessment and survey data.
Investing in high quality professional development in the area of the Readers? and Writers? Workshop & Kagan Cooperative Learning.

To build off of this foundation, during the 2020-2022 CIWP cycle, Fairfield will invest in high quality professional learning to successfully launch the first phase of the MYP International Baccalaureate Programme, drawing bridges with high quality Math, Science, and Social Studies instruction. As a school, our aim is to build the collective capacity of our team so that we are able to deliver learning experiences that aim to build deep conceptual understandings within each core subject and discipline while at the same time, providing intentional opportunities for students to draw connections between their learning and the relevance that this has in the real world.

During the 2020-2022 academic years, Fairfield will have the following as areas of priority in PreK-8th:

Instruction
Balanced Assessment & Grading
MTSS (Multi-tiered Systems of Support)

Through these priorities, we aim to have a comprehensive approach toward teaching and learning by:
Investing in high quality curricular materials and professional learning
Establishing a balanced assessment and grading system that is centered around establishing clear criteria and learning objectives for all core subjects and disciplines for every grade, having a systematic approach to both formative and summative assessments, and a process to analyze and respond to this data alongside school teams and families. Through the heavy investment on professional learning, adults will be equipped use responsive approaches for all students so that all children are able to meet the rigorous demands of standards-based instruction.
Utilize a systematic tiered approach to responsiveness and supports for students who need a more tailored approach to learning.

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.

During the 2020-2022 academic years, Fairfield will have the following as areas of priority in PreK-8th:

Instruction
Balanced Assessment & Grading
MTSS (Multi-tiered Systems of Support)

Through these priorities, we aim to have a comprehensive approach toward teaching and learning by:
Investing in high quality curricular materials and professional learning
Establishing a balanced assessment and grading system that is centered around establishing clear criteria and learning objectives for all core subjects and disciplines for every grade, having a systematic approach to both formative and summative assessments, and a process to analyze and respond to this data alongside school teams and families. Through the heavy investment on professional learning, adults will be equipped use responsive approaches for all students so that all children are able to meet the rigorous demands of standards-based instruction.

Utilize a systematic tiered approach to responsiveness and supports for students who need a more tailored approach to learning.

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).

In an effort to approach student growth and development through a reflective stance, by identifying school-wide structural barriers that may be impeding and/or hindering student learning, we will incorporate the concept of culturally responsive teaching throughout all professional learning. In addition to professional learning and through classroom observations, instructional core walkthroughs and data instructional cycles, teacher teams will be able to identify evidence-based approaches that serve deepen student learnings and understandings. Considering that there are varying degrees of learning styles, as a school, we will:
Develop menu of instructional interventions to be used during small group instruction and independent practice and ensure that methods are highly responsive to Diverse Learners, English Language Learners, and STLS.
Design universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism
Gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3
Establish regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (a. School offers and/or connects students, staff, and families to trauma sensitive services for prevention, early intervention, treatment, and crisis intervention

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

Our vision and mission is centered around positively impacting the life trajectory of every child. With this end in mind, we use a structured protocol based off of a rating system when interviewing candidates. This process enables the school team to determine if the candidate has both the mindset and capacity to serve and support the Fairfield Academy school community.

In addition to this, we invest heavily in professional learning and curricular resources so that these serve as tools for our teachers to effectively support students. Considering that there is a need to be heavily dependent on the team?s collective capacity to build capacity, the leadership team is intentional about assigning teachers to positions where they can play up to their strengths and be able to contribute their talents and skill-sets to have the most positive impact on both students and adults. In addition to this, teachers also have access to coaches/mentors (i.e. Resource Team) that engages in teaching and learning cycles throughout the year so that there is consistent job-embedded professional learning.

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.

Fairfield teachers and staff engage in on-going professional learning throughout the school year. This professional development begins prior to the arrival of students when the entire staff is brought together to address school-wide expectations as well as training involving the implementation of academic and social emotional curriculum. Weekly grade-level meetings with teachers include topics and activities centered around data driven instruction, peer observations ? Teachers are also provided with coaching support either by internal members of the resource team, administration or professional educational consultants. In the coming year paraprofessionals will participate more frequently in collaboration with

diverse learner teachers and professional learning opportunities. Fairfield teachers also engage in network and district professional learning around balanced literacy, math instruction and the TruDimensions of teaching and learning.

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

Parents involvement at Fairfield takes many forms from engaging including monthly Local School Council meetings, Bilingual Advisory Council meetings and Parent Advisory Council meetings. During these meetings parents are provided content that includes updates regarding the school, an opportunity to voice concerns as well as identifying and participating in training and programs they would like to engage in. Parents are also invited into Fairfield for parent conference twice a year and open house which allows parents the opportunity to speak with their student?s teacher about the academic progress he or she is making. Throughout the year parents also come to Fairifled to engage in programs celebrating students, cultural and festive events.

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.

During the 2020-21 academic school year Kindergarten classes will consist of 3 separate classrooms allowing for smaller class sizes that allow for a smoother transition from pre-school to our elementary program. A significant amount of time will be spent at the beginning of the school year teaching students routines and expectations that will maximize instructional time within the classroom. Kindergarten teachers will also continue to administer the KIDS Assessment at the beginning of the school year to gauge student readiness for Kindergarten so that they can make adjustment to meet the needs of the students to ensure students experience a successful transition to elementary school.

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.

Each year teachers are engaged in developing an Assessment Plan that clearly identifies the types of assessments that will be utilized to gauge student progress toward meeting state standards and allows them to adjust instruction to meet the needs of their students. These assessment plans include the dates and frequency of teacher or curriculum created common assessments as well as district and state assessments. The plan includes specific dates for these assessments as well as frequency of their use.

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.

Teachers will utilize assessment data to identify students who are experiencing difficulty mastering academic achievement standards throughout the school year. This assessments will include benchmark assessments for reading and math, NWEA and classroom assessments. Once assessments are administered teachers will engage in data driven instruction cycles in which outcomes will be analyzed and students falling below the standard will be provided with corrective instruction by the teacher in the form of Tier 2 instruction. A follow up assessment will be administered to measure the effectiveness of the corrective instruction and to identify students that may need additional targeted support in the form of Tier 3 instruction. Students who have struggled will be identified to also participate in after-school programming to improve academic outcomes.

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.

As we prepare to launch the MYP International Baccalaureate program at Fairfield, there has been a renewed focus on ensuring that the school team has a clear understanding of grade level standards that need to be mastered across all core subjects and disciplines. To this end, the professional learning at Fairfield for the upcoming two years will be centered around:
-Operationalizing policies for IB, English Language Learners, and Diverse Learners through the design of processes and tools that are responsive to both students and adults. The following are examples of approaches that we will utilize to ensure that teams are able to synthesize standards and design rich learning experiences that aim to develop the whole child:
-Provide job-embedded professional development so that teams of teachers organize and design interdisciplinary learning experiences/tasks aligned to state and IB standards
-Design tools and mechanisms for self-assessment for teachers to ensure that learning experiences are comprehensive and integrative of violence prevention programs, nutrition programs, housing programs, Head STart, adult education, vocational and technical education, and job training.
-Design tools and mechanisms for self-assessment for students to ensure that learning experiences are comprehensive and integrative of violence prevention programs, nutrition programs, housing programs, Head STart, adult education, vocational and technical education, and job training and that these learning experiences contribute to providing real-world life experiences that will deepen a sense of agency within our students to positively impact their community and society at large.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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.)

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 SY2021 and SY2021
Report Card Pick-up/Parent Teacher Conferences - November of SY2020 and SY2021
Report Card Pick-up/Parent Teacher Conferences - April of SY2020 and SY2021

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 Councel and Bilingual Parent Advisory Counsel.

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

Attendance, positive attitude and class preparation are all characteristics found in the Fairfield Core Values of Being Responsible, Being Respectful and Being Reflective. Teachers will engage students around these core values and how they relate to their responsibility in their own academic achievement. Students will be in a state of constant reflection on how to make positive choices and how those positive choices will lead to positive outcomes.

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.

Fairfield will engage students in Goal Setting during SY2020 and SY2021 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.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00
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)	$3173.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**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.	$450.00
54565	**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.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00

53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00