

# SY24 Edward Coles

## State of the School Address

Date: 11/17/2023

Join us virtually [meet.google.com/tha-xbsy-iou](https://meet.google.com/tha-xbsy-iou)

# Purpose

Support and encourage robust community conversations by sharing information with the school community around the following:

- CPS mission & recommitments
- Our school's progress, priorities, & collective efforts

# Agenda

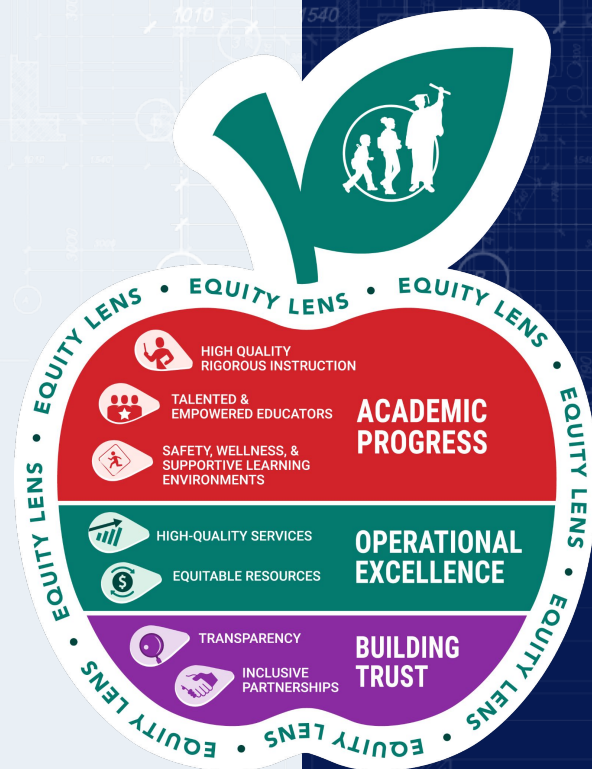
1. CPS Mission & Blueprint
2. Continuous Improvement & School Year 2023
3. Looking Ahead at School Year 2024

# Part 1

1. CPS Mission & Blueprint
2. Continuous Improvement & School Year 2023
3. Looking Ahead at School Year 2024

# Our Mission

To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life.



# Our Recommitments

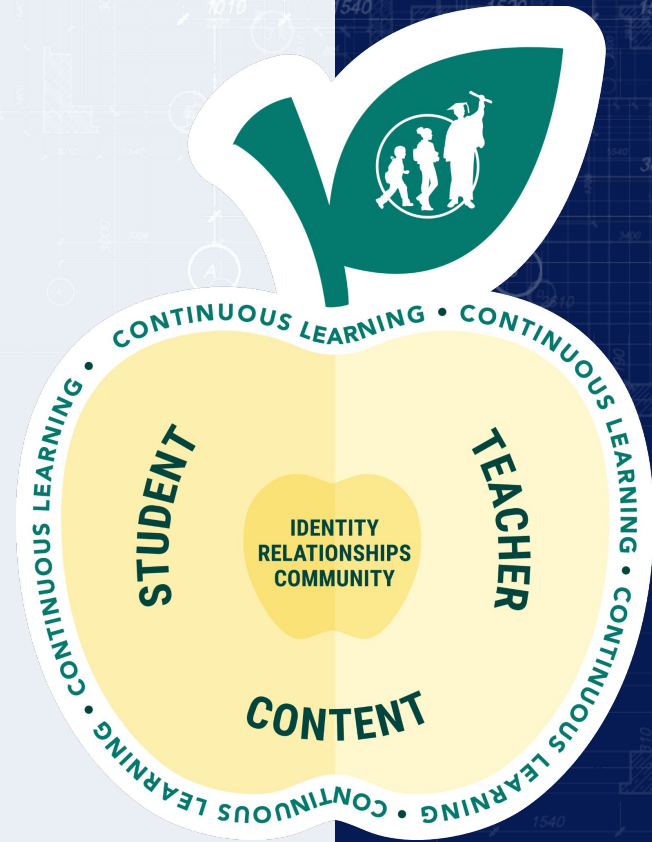
Our district has three overarching commitments that drive our work: **Academic Progress**, **Operational Excellence**, and **Building Trust**. Within each priority area, we are outlining our Recommitments – proven strategies that we are using in the immediate term and beyond to help our students and school communities fully recover from the pandemic.



# CPS Instructional Core Vision

**To educate for equity, the CPS Instructional Core centers on identity, community, and relationships.**

Students must experience core instruction that is responsive to and sustaining of who they are and what they bring, and empowers them to connect, imagine, and act as ethical, critical actors that shape the world.



# Our Core Values

These core values will continue to guide the work we do every day for our students. They will also guide our planning and practices as we work together with our educators, families, and communities to implement the programs, services, and initiatives detailed in this Blueprint.



**Student  
Centered**



**Whole Child**



**Equity**



**Academic  
Excellence**



**Community  
Partnership**



**Continuous  
Learning**



# Graduate Profile

The Graduate Profile is what we aspire for our graduates to be. Ideally, when students graduate from CPS, they possess the knowledge and skills to pursue their interests and achieve their postsecondary goals.



**Ethical and  
Collaborative Leaders**



**Inquisitive Learners**



**Empowered  
Decision Makers**



**Engaged Community  
Members**



**Adaptable and  
Independent Thinkers**

# New Five-Year Strategic Plan

**Starting in Fall 2023**, CPS is kicking off the development of the District's next Five-Year Strategic Plan. The goal is to submit a plan for approval by the Chicago Board of Education in the **summer of 2024**.

- **Step 1:** Share detailed and interactive information about the current state of individual CPS schools and the District at large; CPS will conduct a series of State of the District briefings in communities (October 17th - November 1st)
- **Step 2:** Listen to parents, students, teachers, administrators, communities, and other stakeholders and collaborate to co-create solutions to the District's challenges
- **Step 3:** Use community feedback to create a strategic plan to guide the District for the next five years

# Coles Vision & Mission

***The mission of Edward Coles Academy*** is to provide a high quality educational experience that focuses on the issues related to the diverse need of our students while providing them with the intellectual skills needed to compete and succeed in our global community.

***The vision of Edward Coles Academy*** is to provide a safe, nurturing school environment where students, parents, staff and community members strive for academic excellence and where diversity is recognized and valued as all stakeholders contribute to our students becoming lifelong learners and positive contributors in our global community.

# Part 2

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# Continuous Improvement and Data Transparency (CIDT)

At its April 2023 meeting, the CPS Board unanimously passed the [Continuous Improvement and Data Transparency](#) (CIDT) policy, in alignment with three years of [stakeholder engagement](#). The key points of new approach to accountability include:

## What Is Ending?

- Summative ratings; punitive mindset

## What Is Staying?

- Student outcomes (standardized assessments, graduation, etc.); sharing information with stakeholders

## What Is New?

- **Focus on inputs, conditions, and resources**; continuous improvement every three years; District accountability mindset

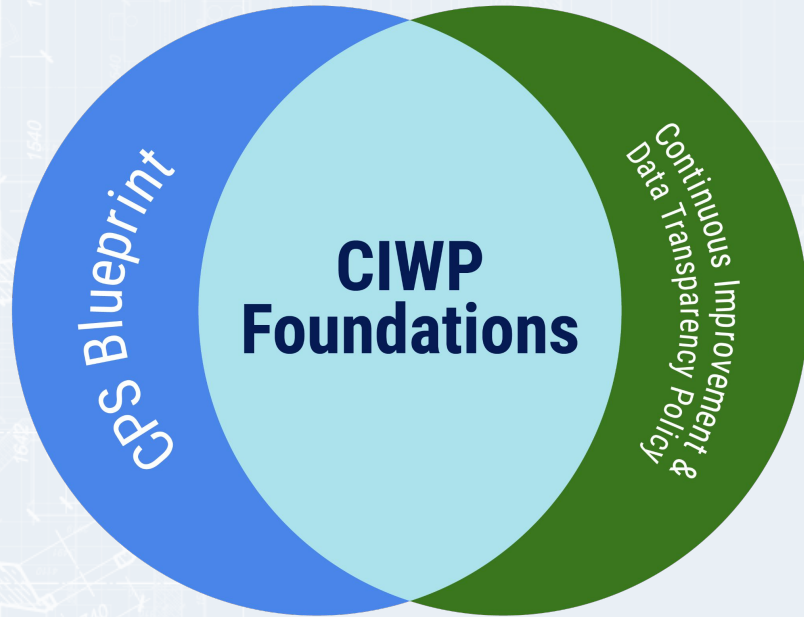
# Continuous Improvement and Data Transparency (CIDT)

The new approach to accountability codified in the CIDT can be summarized with the following three questions, all of the which the District is working to measure and report:

- **What** are the things a high-quality school should be doing? **Why** are these attributes important?
- Is **my school** doing these things?
- To the extent my school needs to improve in these areas, **how is the District supporting** my school community in those efforts?

The District is in the process of implementing a [working group structure](#) to develop answers and reporting mechanisms for all of these questions.

# Achieving Coherence through Our District Priorities



## District, Networks, and Schools Aligning Around Foundations

- District Priorities = CIWP Foundations
- District plans and resources aligned these priorities
- Schools strategically resourcing the Foundations

# Continuous Improvement Work Plan Foundations

## INSTRUCTIONAL CORE

### Curriculum and Instruction

All students accelerate towards grade-level proficiency.

#### Practices:

- Curriculum
- Instruction
- Inner Core/Learning Conditions
- Distributed Leadership
- Balanced Assessment
- Assessment for Learning

### Inclusive and Supportive Learning

All students receive the targeted supports necessary to help them access grade-level instruction.

#### Practices:

- MTSS Framework
- MTSS Academic Interventions
- Least Restrictive Environment
- IEP Fidelity
- Tier 1 EL Instruction
- Language Objective Mastery

### Connectedness and Wellbeing

All students experience safe and supportive learning communities by receiving targeted resources, supports and interventions.

#### Practices:

- Universal Teaming Structures
- Healing Centered Supports
- Enrichment and Engagement Programming
- Re-Entry Planning

### Postsecondary Success

All students graduate high school prepared to earn a living wage through a successful postsecondary pathway.

#### Practices:

- C4 Instruction Plan
- Individualized Learning Plans (ILPs) Structures
- Work-Based Learning
- HS: Advanced Coursework
- HS: Industry Recognized Certification
- HS: Postsecondary Leadership Teams
- HS: Alumni Support Initiative

### Partnerships and Engagement

All students, families, and communities are empowered decision-makers.

#### Practices:

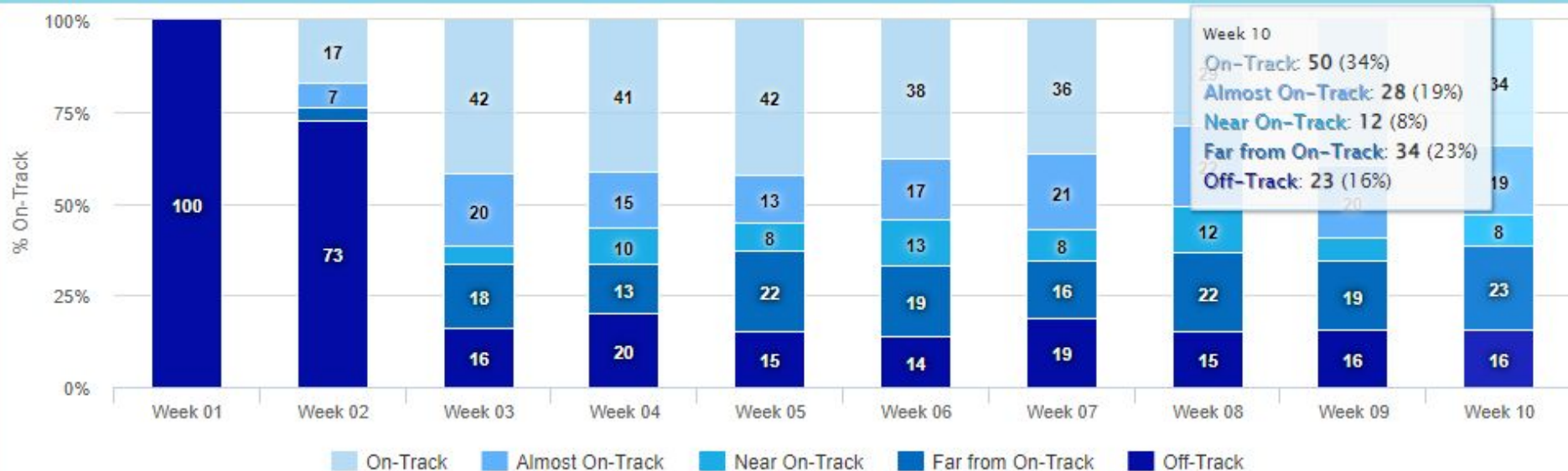
- School-Family Community Relationships
- Two-way Communication
- Student Voice Infrastructure



# SY24 Performance Data

<<ES enter attendance, 3-8 On-Track, and IAR data (ELA and Math) from SoS data report as well as available iReady data>>

**91.8%** Attendance Rate — District expectation 95%

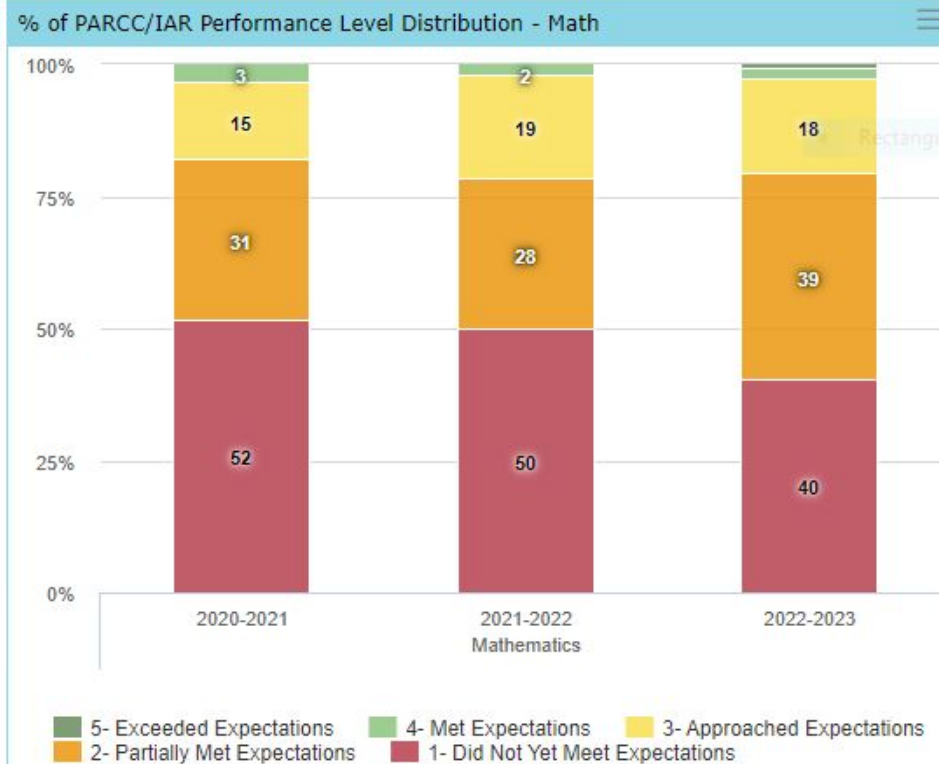
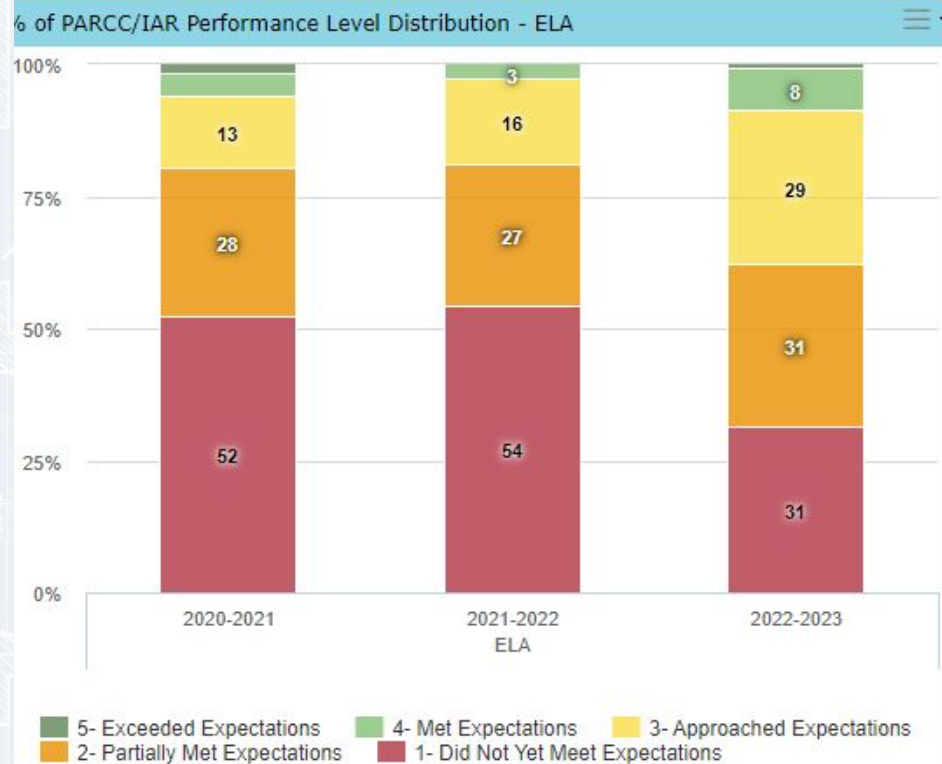


# Performance Data

The heat map below shows the count of students in each bucket. The color is darker the more students within the bucket.



# Performance Data



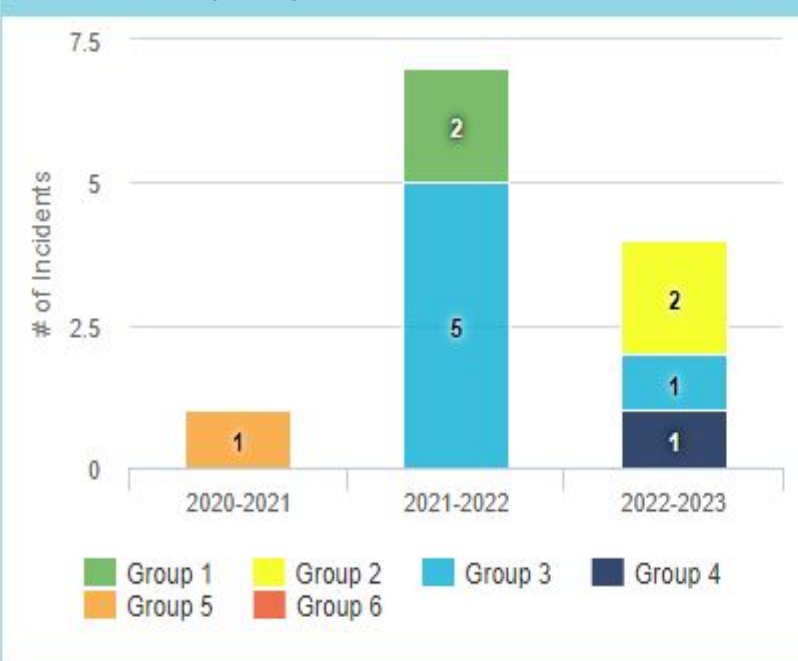
# Performance Data (I Ready)

## i-Ready Benchmark Movement Summary by Grade

Grade	Total # Tested BOY	Total # Tested MOY	BOY % Mid or Above Grade Level	MOY % Mid or Above Grade Level	Change in % Mid or Above Grade Level	BOY % Early On Grade Level	MOY % Early On Grade Level	Change in % Early On Grade Level	BOY % One Grade Level Below	MOY % One Grade Level Below	Change in % One Grade Level Below	BOY % Two Grade Levels Below	MOY % Two Grade Levels Below	Change in % Two Grade Levels Below	BOY % Three or More Grade Levels Below	MOY % Three or More Grade Levels Below	Change in % Three or More Grade Levels Below
1	<u>20</u>	<u>20</u>	<u>5.00%</u>	<u>10.00%</u>	<u>5.00</u>	<u>.00%</u>	<u>5.00%</u>	<u>5.00</u>	<u>95.00%</u>	<u>85.00%</u>	<u>-10.00</u>	<u>.00%</u>	<u>.00%</u>	<u>0.00</u>	<u>.00%</u>	<u>.00%</u>	<u>0.00</u>
2	<u>20</u>	<u>20</u>	<u>.00%</u>	<u>.00%</u>	<u>0.00</u>	<u>5.00%</u>	<u>.00%</u>	<u>-5.00</u>	<u>35.00%</u>	<u>70.00%</u>	<u>35.00</u>	<u>60.00%</u>	<u>30.00%</u>	<u>-30.00</u>	<u>.00%</u>	<u>.00%</u>	<u>0.00</u>
3	<u>18</u>	<u>18</u>	<u>.00%</u>	<u>.00%</u>	<u>0.00</u>	<u>.00%</u>	<u>.00%</u>	<u>0.00</u>	<u>16.67%</u>	<u>27.78%</u>	<u>11.11</u>	<u>83.33%</u>	<u>72.22%</u>	<u>-11.11</u>	<u>.00%</u>	<u>.00%</u>	<u>0.00</u>

# Performance Data Misconducts

# Misconducts by Group



# of Misconducts by Year

Type	2020-2021	2021-2022	2022-2023
5-6 Gang activity/overt displays of affiliation	1	0	0
1-2 Leaving classroom without permission	0	2	0
3-3 Fighting, 2 people, no injuries	0	5	0
2-5 Failing to abide by school rules	0	0	2
3-11 Use of cell phone to harass,	0	0	1

# SY24 Practice Data

- All teachers, PK-12 have access to high quality curricular materials, including foundational skills materials, that are standard-aligned and culturally responsive.
- Students experience grade-level standards-aligned instruction.
- Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
- The ILT leads instructional improvement through distributed leadership.
- School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.

# Part 3

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# Reflection on Foundations



For each of the 5 Foundations, we reflected on the following information:

- Data reports on metrics
- Foundation Practices
- Stakeholder feedback
- Impact of Current Efforts



# 2024-2026 CIWP Priority 1

## Theories of Action

**If we....**

Use co-teaching model (with training) to support Implementation of curriculum with fidelity from K through 8th grade...

**then we see....**

Stronger and more meaningful teacher collaboration, faster and more effective reactions to student data that lead to better teaching, and engaging in the work with fidelity then

**which leads to...**

More time on task, engagement, and agency in the classroom with improved student outcomes on assessments

# 2024-2026 CIWP Priority 2

## Theories of Action

### If we....

- Communicate student needs to parents
- Support teachers implementing MTSS with PLC's that show how it's done effectively
- Utilize goal-setting and data trackers

### then we see....

Teachers implementing tiered and structured intervention and supports based on student tiers, meeting with students to conduct goal-setting; intervention plans inputting into Branching Minds platform

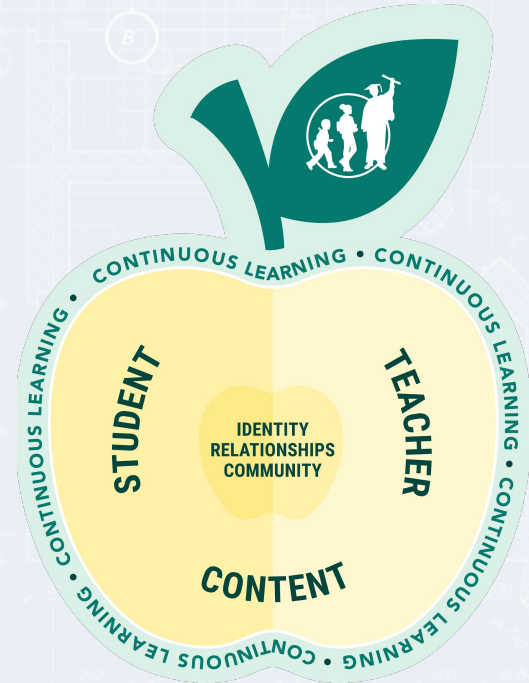
### which leads to...

Increase in student achievement and performance on tests and more students moving up towards tier 1

# CPS' District-Wide Support for Vision & Strategies

The FY2024 budget included \$243 million in new funding for school budgets to maintain and augment FY2023 investments focused on resourcing the instructional core, prioritizing:

- Reasonable class sizes
- Limited split-grade classrooms
- Greater access to the arts for a well-rounded education
- Intervention supports
- Funding for local level priorities



# CPS' District-Wide Support for Vision & Strategies

The additional \$243 million in school-level funding FY2024 budget reflects the District's investments in core instructional priorities and resource equity. Highlights include:

- **\$128 million** in additional funding for **special education** teachers and paraprofessionals.
- **\$32 million** in new funding for **teaching positions** with an emphasis on our highest-need schools.
- **\$15 million** increase in funding for **bilingual instruction**, including \$8 million in additional funding for enrollment adjustments at schools receiving newly arriving students.
- **\$5 million** increase in Equity Grants for **smaller and under-enrolled schools**.
- **Expanding pre-k by 480 seats** with programs in all Chicago communities, and increasing the level of direct outreach to parents of young learners.

# CPS' District-Wide Support for Vision & Strategies

The FY2024 budget continues District investments from FY2023 that focus on core instructional priorities and resource equity. Highlights include:

- **\$45 million** to provide teacher **professional development** District-wide and fund additional instructional coaches at 184 schools.
- **\$15 million** to provide additional District-funded **counselors** at 131 of the District's highest-need schools.
- **\$11 million** to support 80 **schools with significant year-over-year enrollment changes** to ensure resourcing for programming.
- **\$8 million** to support **athletics** administration, including full-time athletic directors at over half of District high schools.
- **Continued support** for expanded **summer programs and out-of-school time programs** to keep students safe and engaged outside of normal school hours.
- **Continued central funding** of **student devices** and **curricular supports**.
- **Continued funding** for the **CPS Tutor Corps**, which has provided high-dosage tutoring in reading and math to more than 10,000 students to date.
- **Continued funding** for **school nurses, social workers, social-emotional learning (SEL) resources**, and **50 advocates for students in temporary living situations (STLS)** at 45 schools with high STLS enrollment

# Budget Community Roundtables 2023

**REMOVE THIS SLIDE IF  
PRESENTING ON  
NOVEMBER 16th or  
LATER**

Come out to one of CPS' in-person sessions or join a virtual webinar and give the district feedback on school funding, including how to make the process more equitable, transparent, and sustainable. The feedback will inform FY25 budget strategies and the District's upcoming Five-Year Strategic Plan. Roundtables will offer live Spanish and ASL translation. Scan the QR Code to register.

LOCATION	DATE	TIME
Sullivan High School 6631 N Bosworth Ave, Chicago, IL 60626	November 6th (In-Person)	6:00-8:00 p.m.
Roberto Clemente Community Academy 1147 N Western Ave, Chicago, IL 60622	November 9th (In-Person)	6:00-8:00 p.m.
Tilden High School 4747 S Union Ave, Chicago, IL 60609	November 11th (In-Person)	10:00-12:00 p.m.
Harlan Community Academy 9652 S Michigan Ave, Chicago, IL 60628	November 14th (In-Person)	6:00-8:00 p.m.
Link will be provided	November 16th (Virtual)	6:00-8:00 p.m.

Scan to register.



[bit.ly/BudgetRoundtables](https://bit.ly/BudgetRoundtables)

# Resourcing Our Vision & Strategies at the School Level

## How the CPS & School Budgets Strengthen our Instructional Core and Provide Resource Equity

- <<new instructional coach position>>
- <<new teacher and paraprofessional positions>>
- <<funding for bilingual instruction>>
- <<equity grant>>
- <<new high-quality, rigorous, and culturally responsive curriculum>>
- <<staff professional learning, i.e. ILT, Distributed Leadership>>
- <<Tutor Corp>>

# Resourcing Our Vision & Strategies at the School Level

## How the CPS & School Budgets Strengthen our Instructional Core and Provide Resource Equity

- <<expansion of special education services>>
- <<new/expanded SEL curriculum>>
- <<new counselors, nurse, social worker positions>>
- <<new HS Athletic Directors position>>
- <<new Out of School Time programming>>
- <<Student Voice: Committee, Cultivate Survey, partnerships in decision-making, etc>>
- <<Language, Universal Pre-k, CTE, etc>>
- <<additional highlights>>



# Planning for High School

## Opportunities for students and families to learn about HS planning and GoCPS

- K-9 Application for 23-24 school year is open! Apply by Thursday November 9th, 2023 at [www.cps.edu/GoCPS](http://www.cps.edu/GoCPS)
- The CPS HS Admissions Test for ninth-grade applicants will be administered in the fall. CPS students will take the exam on/during the school day Tuesday, October 24th or Wednesday, October 25th 2023 depending on their school's administration date. Visit [www.cps.edu/GoCPS](http://www.cps.edu/GoCPS) for more information.
- SY24 Individualized Learning Plan Scope & Sequence for 6th-8th grade is launched and active for student completion in [SchoolLinks](#), tasks culminate to build students postsecondary portfolio!

# Family & Community Partnerships

<<School specific messaging to parents and community>>

Join our efforts! Here are some family/community groups supporting our school and when they meet:

- 4 parent vacancies & 2nd Thursday of every month
- PAC vacancies & 1st Thursday of every month
- BHT every 1st Wednesday of each month

**THANK YOU!**