

# Mariano Azuela Elementary School

## 2020-2022 plan summary

### Team

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## Team Meetings

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
11/12/2019	ILT	Review Previous CIWP

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
12/17/2019	ILT	Review School Excellence Framework and assess school
01/14/2020	ILT/ identify CIWP team	identify CIWP team. Plan to involve entire staff to collect feedback and rating SEF performance
01/31/2020	All staff	SEF rating and discussion
02/11/2020	ILT	-Write evidence for SEF categories that were rated with a 2 in the CIWP -Identify areas of critical needs according to the SEF
02/18/2020	ILT	-Identify areas of critical needs according to the SEF
02/25/2020	ILT	-Identify goals based on critical need -Update student voice rating based on student council feedback in the CIWP
03/03/2020	ILT Students' Council, Dr. Stienbach and Mr. Cooley	-Examine the student council ratings on student voice -Update student voice ratings on CIWP -Examine various student trust surveys -Review goals for the 3 categories of CIWP and start creating a root cause analysis
03/24/2020	ILT & Staff	-Examine the Relational T Survey- Analyze the 3 areas of critical needs and come up with the root causes on the google document - Finalize the goals
04/14/2020	ILT	-- Examine the Relational Trust Surveys related to grade level team trust and the trust that principals have in their staff- Read and discuss relational trust article -Formulate 3 strategies for areas of critical need
04/16/2020	ILT	-- Examine the Relational Trust Surveys related to grade level team trust and the trust that principals have in their staff- Read and discuss relational trust article-Formulate 3 strategies for areas of critical need
04/20/2020	ILT	- MTSS priority theory of action, goal, strategies and Action steps
05/05/2020	Principal, ILT lead ,Parent BAC, PAC, LSC, SWOP	CIWP Fund Compliance with parents Parent BudgetFeedback from parents in the Parent Compact Policy
05/07/2020	Principal, ILT lead	CIWP Presentation for LSC Members
05/08/2020	ILT	Finalize and complete CIWP components

## 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
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Our school vision is in the staff handbook, posted in all classrooms, around the building, and on school website. The school schedule represents teachers time for grade level meetings and for vertical and horizontal meetings, discussing students needs. Established a committee for new teachers to offer support.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 4 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)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** All grade level teams meet to review their NWEA Reading and Math Data and we conduct Performance Management with administration to monitor student growth and attainment. We use data to drive instruction and we use the CPS Framework for Teaching to reflect our teaching practices. Administration

coaches teachers. The school purchased the Amplify Science Curriculum for 3rd thru 8th grade. Teachers reviewed different rigorous ELA Curriculum and Frameworks and chose the ARC Reading Framework for the entire school. Administration builds capacity of teacher teams focused on problem solving for student learning.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 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
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 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:** Teachers include the essential questions, essential understandings, and Depth of Knowledge Questions in their lesson plans and during teaching instruction. Teachers post questions, and objectives on the board. Through the ARC Reading Framework it is tailored to the students strengths, needs, reading level and interests. Math practices are posted and partially implemented in each classroom.
- 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
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Administration provided training on the REACH Framework. All staff reviewed teacher rating and identified areas for growth. Professional development was provided by other teacher colleagues and from central office. These PD's focused on effective questioning and discussion techniques. Created a folder for discussion and questioning technique resources to be available for teachers as needed. Currently we are implementing walking RIT for Math and Reading in all grade levels.
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 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
- 3 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Teacher uses a variety of assessments for reading, writing, and math in English and Spanish. The reading and math curriculum is in both languages. Teachers differentiate instruction based on students needs. This is indicated in their lesson plans. Students are provided with opportunities in different disciplines such as health, physical education, music, social sciences, STEM and civic engagement.
- 2 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 4 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)
  - 2 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)
  - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 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)
  - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Shared Leadership: Combining the Citywide Team and content area teacher in MTSS Meetings. Revision of MTSS Folders, Intervention Strategies, and Aspen. Teacher collaborate with the citywide team and with each other for MTSS

Interventions and logging interventions on Aspen. Everyone else involved in the MTSS Core always discusses research best practices for Tier 2 and 3 support. Progress monitoring will be implemented every 5 weeks when MTSS Meetings occur.

- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** The school organized a high school fair for 7th and 8th grade. Azuela partnered with other schools in order to collaborate in coordinating a high school fair. Organized several field trips to different high schools and colleges. Examples included Solorio High School and Notre Dame. All 8th grade students completed Go CPS applications with 100 percent completion. Conducted parent workshops on financial aid for college.

## Quality and Character of School Life

- 2 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Teachers feel that students don't have one trusted adult to go to. We have the PPC Committee for Teacher-Principal Trust.
- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** We currently have the year long student council. Take students interest in mind when planning lesson or unit in language arts and social studies. SEL conversations difficult topics. We currently have the PATHS and Life Skills Curriculum. SEL Ambassadors student leaders in our school building. We currently have two grants that deal with Paths and Life Skills Training.
- 3 - Physical and Emotional Safety



- 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:** School created Code 3 which means student get escorted to the bathroom with an adult. Live cameras are inside and outside the school. Two security guards make rounds in and outside the school. The counselor works with students who exhibit social emotional needs. The school partnered with Metropolitan Family Services to provide mental health support needed or referred by staff or parents. The school is always free of any graffiti inside or outside the school building. Students are supervised at all times during transitions for arrival, and dismissal.
- 2 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 2 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)
  - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Currently we use the SEL Standards in order to teach PATHS and Life Skills Curriculum. The counselor meets with students that are in need of counseling services. We currently have a partnership with Metropolitan Health Services.
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 4 Partner equitably with parents speaking languages other than English
  - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:** Parent SWOP Program, PAC, BAC, Literacy Night, STEM Night, Parents Book Club, Coffee and Donuts with the Principal, Metropolitan Family Services and provide parent workshops, parents help organize and coordinate some after school programs and field trips.

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## School Excellence Framework Priorities

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

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## 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	Instruction focused on math
Root Cause 1	Teachers need to focus on basic skills, academic vocabulary to teach students how to dissect word problems.
Area of Critical Need 2	Relational Trust
Root Cause 2	Teachers have a lack of understanding of fund allocations and they feel they have little decision making regarding the budget. Teachers need to be involved in the shared decision making by giving teachers space to provide feedback electronically.
Area of Critical Need 3	MTSS/Shared Leadership
Root Cause 3	MTSS Teams do not determine in-house Tiering Criteria. All teams have clearly defined roles and have consistent meeting schedule.
Area of Critical Need 4	MTSS/PSP
Root Cause 4	There is a lack of guidance with the Problem Solving Process. Tiered supports are not determined by the MTSS team, Teachers, and Intervention Providers. We need a streamlined structure for PSP.
Area of Critical Need 5	MTSS/Family and Community Engagement
Root Cause 5	We do not have regular communication with parents to build understanding of MTSS. Parent conferences which notify the parents their child has been selected to receive interventions are inconsistent. We do not have input from parents in order to build a partnership and understanding of MTSS.

**Vision metrics**

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Math (Grades 3-8)  It reflects teachers' practices and instruction and their impact on students' achievement	Latinx		85.00	90.00
SQRP: National School Growth Percentile - Math (Grades 3-8)	Latinx		85.00	95.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
It provides me with the percentage of students making progress towards math national norms				
Vision: NWEA Attainment G2 (Math)	Latinx		75.00	85.00
Students performance in 2nd grade will impact their math attainment in the following grades				
Vision: NWEA Growth G3-8 (Math)	Students with IEPs		50.00	70.00
Our Diverse learners are not making adequate growth in math				
(Blank)				

**Required metrics (Elementary) (100% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> According to the 2017-2019 Five Essentials Survey in the area of effective leaders we have scored weak in teacher principal trust.				50.00	60.00

**Custom metrics (0% complete)**

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

**Strategy 1**

If we do...	provide all staff with math professional development around instructional strategies, resources, and tasks that provide opportunities for students to make sense of mathematics during teaching and learning specifically around word problems
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Then we see...	stronger mathematical practices during teaching and learning
which leads to...	increasing all students math growth to 85% and attainment scores to 75% in standardized assessment in 2022 as measured by NWEA-Map SQRP metrics.
Budget Description	
Tags	ODLSS: Instructional Quality
Action steps	<ul style="list-style-type: none"> <li>• (On-Track) Work with a university vendor for math coaching throughout the year-all math teachers. Tags:Math: Curriculum</li> <li>• (Not started) Formative and Common Assessments will be analyzed on a monthly basis to monitor student progress and determine next steps. Tags:Math: Formative Assessment</li> <li>• (Not started) Set personal and team goals for your professional growth every quarter/year. Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Behind) Develop a math scope and sequence (checklists strand and sequence), aligned to the common core, for PK -8 grades with formative assessments that will determine flexible groupings, increase students' targeted instruction and improve skills in highly demanding cognitive tasks. Tags:Math: Rigorous Tasks, Math: Formative Assessment</li> <li>• (On-Track) Vertical meetings for all grade levels concerning vertical alignment in math instruction. Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (On-Track) Identify students that need immediate math remediation, (below 50th percentile) and proceed to establish after school program Tags:Math: Curriculum</li> </ul>

**Strategy 2**

If we do...	involve more teachers into the decision making process and ensure clear, concise and consistent communication, and provide opportunities to build leadership capacity among staff
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Then we see...	Then teachers will feel informed, teachers will come to the principal with their concerns and
which leads to...	Then relational trust among staff and administration will increase and the school will have a positive culture of trust and accountability and will increase teacher principal trust from 34 to 60 in the 5 Essentials by 2022 . .
Budget Description	
Tags	Relational Trust
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Provide informational sessions around budget allocations and ensure LSC representative and admin are available to explain and answer any questions  Tags: Budget &amp; Grants</li> <li>• (Not started) Involving and encouraging teachers on the selection of different initiatives in the school in all grade levels.  Tags: Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>• (Not started) Having teachers vote on programs or initiatives that will take place in order to have shared decision making. Videos of presentations with vendors of curriculums that will be bought will be emailed to staff and a survey will be created in order for staff to vote on the curriculum that they choose.  Tags: Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>• (Not started) Create a weekly check in for the teachers in a google spreadsheet to communicate with admin their concerns, problems or needs.  Tags: Teacher Leader Development &amp; Innovation: Distributed Leadership</li> <li>• (Not started) Grade level bands of k-1, 2-3, 4-5, 6-7, and 8th grade can collaborate and choose representatives that will represent their concerns in the ILT Team.  Tags: Teacher Leader Development &amp; Innovation: Teacher Teams</li> </ul>

**Strategy 3**

If we do...	Strengthen our MTSS infrastructure and process, and provide a clear understanding of the system for all involved personnel (including, teachers, service related team, families) and create a system to monitor the process
Then we see...	will be able to implement MTSS with fidelity and consistency while collaborating with parents as partners in the learning process

which leads to...	A school-wide embedded practice will be created and 100% of students will show academic and social / emotional improvement.
Budget Description	
Tags	MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Establish team with clearly defined roles, created MTSS calendar, Provide PD Tags:MTSS: Shared Leadership</li> <li>• (Not started) Determine what matrix we will use, Provide PD on PSP, create or gather any resources needed Tags:MTSS: Problem Solving Process</li> <li>• (Not started) Provide MTSS meetings during open house, include an MTSS section on the newsletter and website, MTSS Parent Teacher Conferences, BAC and PAC Parent Meetings. Tags:MTSS: Family and Community Engagement</li> <li>• (Not started) Every five weeks during grade level meetings as per MTSS Calendar Service Related Team will meet with teachers Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</li> </ul>

# Action Plan

## Strategy 1

On-Track Dec 01, 2020

Work with a university vendor for math coaching throughout the year-all math teachers.

Oct 05, 2020 to Jun 15, 2022 - ILT

Not started Dec 01, 2020

Formative and Common Assessments will be analyzed on a monthly basis to monitor student progress and determine next steps.

Aug 20, 2020 to Jun 14, 2022 - ILT

Not started Dec 01, 2020

Set personal and team goals for your professional growth every quarter/year.

Aug 24, 2020 to Jun 14, 2022 - All grade levels

Behind Dec 01, 2020

Develop a math scope and sequence (checklists strand and sequence), aligned to the common core, for PK -8 grades with formative assessments that will determine flexible groupings, increase students' targeted instruction and improve skills in highly demanding cognitive tasks.

Aug 24, 2020 to Jun 14, 2022 - All teachers and staff

On-Track Dec 01, 2020

Vertical meetings for all grade levels concerning vertical alignment in math instruction.

Sep 15, 2020 to Jun 14, 2022 - ILT

On-Track Dec 01, 2020

Identify students that need immediate math remediation, (below 50th percentile) and proceed to establish after school program

Jun 15, 2022 to Jun 15, 2022 - ILT

## **Strategy 2**

Provide informational sessions around budget allocations and ensure LSC representative and admin are available to explain and answer any questions

Sep 01, 2020 to Jun 14, 2022 - Admin LSC representatives

Not started Dec 07, 2020

Involving and encouraging teachers on the selection of different initiatives in the school in all grade levels.

Sep 01, 2020 to Jun 14, 2022 - ILT

Not started Dec 08, 2020

Having teachers vote on programs or initiatives that will take place in order to have shared decision making. Videos of presentations with vendors of curriculums that will be bought will be emailed to staff and a survey will be created in order for staff to vote on the curriculum that they choose.

Sep 01, 2020 to Jun 14, 2022 - ILT

Not started Dec 08, 2020



Create a weekly check in for the teachers in a google spreadsheet to communicate with admin their concerns, problems or needs.

Aug 24, 2020 to Jun 14, 2022 - Administration and staff

Not started Dec 08, 2020

Grade level bands of k-1, 2-3, 4-5, 6-7, and 8th grade can collaborate and choose representatives that will represent their concerns in the ILT Team.

Sep 01, 2020 to Jun 14, 2022 - ILT

### **Strategy 3**

Establish team with clearly defined roles, created MTSS calendar, Provide PD

Jun 01, 2020 to Jun 14, 2022 - Admin, Related Service Providers, Teacher Teams (ILT)

Determine what matrix we will use, Provide PD on PSP, create or gather any resources needed

Jun 01, 2020 to Aug 28, 2020 - Admin, Related Service Providers, Teacher Teams (ILT)

Provide MTSS meetings during open house, include an MTSS section on the newsletter and website, MTSS Parent Teacher Conferences, BAC and PAC Parent Meetings.

Aug 24, 2020 to Jun 15, 2022 - Admin, Related Service Providers, Teacher Teams (ILT)

Every five weeks during grade level meetings as per MTSS Calendar Service Related Team will meet with teachers

Sep 07, 2020 to Jun 14, 2022 - Admin, Related Service Providers, Teacher Teams, ILT

## **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.**

ILT analyzes NWEA, ACCESS data to determine priorities and action steps for the following year. The Counselor is part of the ILT and ensures that all discussions take into consideration the social emotional needs of the students.

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

Curriculum and lesson plans are based on the Common Core Standards to ensure that all students get grade level content and rigor. Tier 3 and Tier 2 students get support via the MTSS supports. All students have equal access to after school programs for remediation and enrichment.

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

All teachers use and implement best practices; scaffolds are part of all the lessons to ensure that all students have a access to master skills/concepts and standards. Partnerships with different organizations support with different after school programs to support students that are struggling with some concepts/skills.

**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).**

The Counselor works with the students that have been referred by the teachers. He also works with parent workers to support students going to High School and field day plans to visit colleges and universities. Students are identified and selected for academic support for after school programs.

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

All teacher that are hired at Azuela are high qualified teachers. During the interviews, the candidates are informed of Azuela Level 1 standing, the existing academic/remediation and enriching programs, the abundance of resources, and the wonderful and supportiv community. The candidates also learn about the wonderful students and teachers in Azuela.

**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.**

Teachers present different workshops to parents at the Coffee and Donuts with the Principal to hep them help their children. Teachers attend conferences

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

Parents have many opportunities to get involved in the school through participating in the different meetings, PAC, BAC and Coffee Donuts with the Principal. Literacy night, math and science night, winter assembly, Cookies with Santa, 5 de Mayo Assembly, Open House, and ongoing meetings with parents and teachers to discuss students' needs.

**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.**

Pre-K students' parents are invited to visit Azuela and see Kindergarten classrooms. A brief presentation is given to parents by the Assistant Principal.

**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.**

Throughout the year, teachers use different data points to identify students that are struggling academically and socially and/or are advanced compared to their peers.

**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.**

All teachers do MTSS (multiple tier systems of support) to support students that are struggling academically. Teachers work with students that have mastered the standards and offer them more advanced lessons and materials.

**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.**

Azuela has programs for all grades that support social emotional and drug and violence prevention; PATHS and Life Skills. Parents get different presentations from the BAC and PAC in regards to academic, social/emotional, nutrition, and community services. The Principal also has a weekly book club for parents where they read bestsellers, books that the teachers are reading with their students.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula

remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Azuela's PAC (Parent Advisory Committee) is reestablished at the beginning of the school year. Former PAC members help new members explain and disseminate the Title 1 information. The A survey is given to parents to select topics of interest. PAC parents attend district-wide meetings to stay informed and learn more about Title 1 guidelines. They bring back and share the information with other parents. Parents are invited to the school meetings via Class Dojo, robo calls, fliers and emails.

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

The first PAC meeting will take place the first week in September. Both the annual and organizational meeting (PAC members are chosen) will take place at the same time and chairs will be chosen by the end of the month. At the meeting, the PAC policy and function will be explained. Guidelines, expectations and benefits of Title 1 funds will be also discussed.

**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 the year a survey will be given to all the parents to select topics that they are interested in learning about. A school master calendar will be created with dates and times of future PAC meetings based on the dates agreed upon during the meeting. BAC, Coffee and Donuts with Principal, Book Club are other meetings/events that parents attend. During these meetings, parents receive information about programs, assessments, academic program, after-school programs, nutrition, etc... In the past, many parents expressed that they needed more support with the High School selection process. Ms. Cahue, parent leader, and Mr. Salinas, school counselor, support parents in this process. The Counselor ensures that all high schools applications are completed and submitted by the due date. The counselor also meets with parents and students one on one when needed. All teachers are constantly communicating with the parent in regards to academic and social emotional

support and concerns.

All teachers have been consistently willing to meet with parents when meetings are requested.

**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.**

Every year all parents receive a copy of the scores of the different assessments, NWEA, ACCESS and IAR. All parents also receive invitations to meetings to discuss students' growth and attainment. During parent and teacher conferences, tests' scores are discussed and parents are given suggestions on how to support their child academic progress.

**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.**

Azuela sends notifications to parents when a teacher is not "high qualified". Also parents have the right to request documentation for 'highly qualified' teachers.

**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.**

We will continue to assist parents in monitoring their child's progress through data meetings with teachers, progress reports, report cards, fliers, Google meets and Azuela' website. Fliers will be sent to families explaining the different assessments Azuela administer on a yearly basis. The flier will include what the purpose of each assessment and skills tested. Also to ensure that parents stay informed, reminders will be sent on a monthly basis about the assessments. School calendars are shared with the parents and they also have access to it on the website. PROGRESS REPORT DISTRIBUTION DAYS? Schools will distribute progress reports on the following dates: Q1 on October 9, 2020 Q3 on March 12, 2021 Q2 on December 18, 2020 Q4 on May 21, 2021 ? PARENT-TEACHER CONFERENCE DAYS? Parents are asked to pickup report cards and conference with teachers after the first and third quarters. Parent-Teacher conference days are non-attendance days for students. Elementary and high schools are expected to run a Parent-Teacher Conference Day: Elementary High School Q1 on Wednesday, November 18, 2020 Q1 on Thursday, November 19, 2020 Q3 on Wednesday, April 21, 2021 Q3 on Thursday, April 22, 2021 ? REPORT CARD DISTRIBUTION DAYS? Please note that report cards for the second and fourth quart Teachers are accessible to parents when parents request meetings to discuss in further detail supports that the child need. Teachers offer and share plans with parents on how to support students at home. We will continue to be flexible when are not able to come to the school for parent-teacher conferences or, any other meetings, and schedule Google meets to accommodate parents' work schedules.

**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.**

Monthly meetings allow for information, resources and training to inform and assist parents with their children academic and social emotional learning and growth. Some parents have the opportunity to attend parent conferences outside the school building (both from CPS and other organizations) and share the new information with other parents. At the Coffee and Donuts with the Principal, parents have an opportunity to learn from teachers how to support their child in math and language arts, and technology. PAC and BAC also bring presenters that assist parents and family members improve their children academic achievement. At times, homework pass are offered as incentive for parents to attend meetings. We will continue to invite the IT teachers to offer workshops for parents to learn and continue learning how to use technology to help their child.

**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.**

All teachers communicate with parents on a weekly basis. Some of the communication is via email, class dojo, meetings and phone calls. When needed teachers meet with parents to create an individual plan to support student learning. The weekly book club, parent volunteers and SWOP assist with strengthening ties between school and home. Parents have expressed that they feel welcome at Azuela and many of them are active recruiters of parents. The parents that are currently at Azuela know and understand the value of being engaged with the school and the teachers. We will continue ensure that there are more opportunities for parents to discuss and understand their child's IEPs so that they can be contributors in their child's learning process. Teachers will send to parents a syllabus for each quarter so that they stay abreast of what their child will learn.

**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.**

Azuela has an afternoon pre-K program. Teachers and parent meet regularly and also some parents are visited for support purposes. As part of the program, some students are identified as needing special services and the parents are given different resources and agencies' information for support with their child's needs.

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

All communication, from Azuela, to the parents is sent in English and Spanish. Calendars are sent on a monthly basis, and fliers are sent continuously, either as reminders or, as new information. Robocall are also made in Spanish and English for communication purposes. We have teachers and staff that are bilingual and assist when a document is needed to be translated or, need a person to help with translating the communication between parent and teacher in a meeting.

## Policy Implementation Activities

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

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

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

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

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

N/A

### School-Parent Compact (Complete)

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

Using the rigorous and cohesive Common Core Standards as our foundation, all students will be continuously exposed to academic, technical and socially enriching experiences. These experiences will prepare them to be college and career ready in the 21st century while assisting them in becoming contributing citizens in their own unique ways.

At Azuela, we are committed to providing a safe, respectful and nurturing environment where students, teachers, leaders and staff are held accountable to high, expectations daily. We further commit to providing powerful instruction that leads to college and career readiness where students strive to attain their personal best. This will be accomplished through a challenging curriculum that promotes creativity and develops mastery of the essential knowledge and skills in reading, writing, math, science, social studies, physical education and the fine arts.

**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.**

? PARENT-TEACHER CONFERENCE DAYS? Parents are asked to pickup report cards and conference with teachers after the first and third quarters. Parent-Teacher conference days are non-attendance days for students. Elementary and high schools are expected to run a Parent-Teacher Conference Day:

Elementary High School

Q1 on Wednesday, November 18, 2020 Q1 on Thursday, November 19, 2020

Q3 on Wednesday, April 21, 2021 Q3 on Thursday, April 22, 2021

? REPORT CARD DISTRIBUTION DAYS? Please note that report cards for the second and fourth quarters will be sent home:

Q2 on February 12, 2021 Q4 on June 22, 2021

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

In addition to the progress reports, teachers are continuously communicating with parents in regards to the child's academic progress and social emotional needs.

PROGRESS REPORT DISTRIBUTION DAYS? Schools will distribute progress reports on the following dates:  
Q1 on October 9, 2020 Q3 on March 12, 2021  
Q2 on December 18, 2020 Q4 on May 21, 2021

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

Parents have access to the staff. Parents communicate with the teachers and they work together to schedule meetings or, phone calls times. Meetings take place before or after school. Some teachers meet with parents during their prep or lunch time.

**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.**

Azuela encourages all parents to volunteer in school. All volunteers go through the CPS process to ensure that they are cleared to be in school. All parents can visit their child's classroom with advance notice and approval from the Principal.

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

Parents are contacted by teachers and Admin when the student is not progressing academically and there are concerns with behavior, organizational skills, homework completion, etc. Parents are encouraged to not pick their child up from school before 2pm since this will affect the full day attendance record for the students.

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

Students are offered opportunities to participate in after school programs and parents have the discretion to allow their child to participate, unless participation is mandated based on data. Parents and teachers communicate constantly to support the child academic progress and social and emotional needs. Parents communicate with the teachers or Admin in decisions relating to the education of their child, via emails, phone call, Class Dojo messages and one on one meetings.

**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).**

All teachers talk and discuss with the students the importance of rules, expectations, and responsibilities in order to be successful at school. Students have data folders that they use to learn and understand their individual data, they also reflect and discuss with the teachers a plan to work on areas of needs.

## **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.**

Empower parents and legal guardians to be partners supporting their children academic achievement and social emotional needs. Azuela will provide different workshops/trainings to parents in specific areas such as, math, language arts, social emotional learning, and technology.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$500.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$4042.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00

<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00