

# Albert R Sabin Elementary Magnet School 2020-2022 plan summary

## Team

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Summer Bloom	Primary teacher	sbloom@cps.edu	No Access
Jen Shaffer	LSC	jennifershafferphoto@gmail.com	No Access

## Team Meetings

Date	Participants	Topic
01/31/2020	All staff of Sabin Dual Language Magnet School, Shaffer	Introduction of the CIWP and process, rate SEFs
02/18/2020	Sherry, Mazurek, Sitko, Brown, Nation-Watson, Santos, Kasper	Used the survey results to determine frameworks

Date	Participants	Topic
02/19/2020	Nation, Santos, Kasper	Finished putting in the framework numbers for each subcategory, etc.

## 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
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 2 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)
  - 3 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:** CIWP survey
- 2 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 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
  - 3 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

- 2 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:** CIWP survey

## 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
  - 2 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:** CIWP survey St mid-year response fro MVMS
- 2 - Instruction
  - 2 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
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 2 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
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** CIWP survey St mid-year MVMS
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 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
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- 3 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** CIWP survey
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 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)
  - 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)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 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)
  - 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)
  - 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)
  - 2 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)
  - 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)

- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 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)
- 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)
- 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)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 2 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)
- 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)
- **Evidence:** CIWP survey results
- 3 - Transitions, College & Career Access, & Persistence
  - 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 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:**

## Quality and Character of School Life

- 2 - Relational Trust
  - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** CIWP survey
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 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
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:**
- 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)
  - 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)
  - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Family & Community Engagement
  - 4 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).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 4 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

- o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- o **Evidence:** CIWP survey Parent MVMS survey

## School Excellence Framework Priorities

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

## Goals

### Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	NWEA Growth among all students in Reading
Root Cause 1	Lack of school-wide comprehensive curriculum and consistent behavioral expectations
Area of Critical Need 1	NWEA Growth among all students in Math
Root Cause 2	Lack of school-wide comprehensive curriculum and consistent behavioral expectations
Area of Critical Need 3	Attendance rate among all students K-8th
Root Cause 3	Lack of school-wide instruction that encourages rigorous and relevant tasks

## 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: NWEA Growth G3-8 (Math)  5-Year Vision Goals: 75% for EL students; 62.4% for IEP students. These two groups have the biggest gaps.	EL		40.00	50.00
	Students with IEPs		50.00	60.00
Vision: NWEA Growth G3-8 (Reading)  5-Year Vision Goals: 62.3% for African American Males; 62.3% for Students with IEPs. These two groups have the biggest gaps.	African American Male		60.00	70.00
	Students with IEPs		60.00	70.00
Vision: Attendance Rate  Our attendance rate has hovered around the 94th percentile for the past three years. The diverse learners and African American females have the lowest attendance rates.	Students with IEPs		94.00	95.00
	African American Female		94.00	95.00
(Blank)				
(Blank)				



## Required metrics (Elementary) (133% 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> 2018-2019: Organized 2019-2020: Moderately Organized			3.00	3.50	4.00

## 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...	improve Tier 1 instruction,
Then we see...	students accessing the grade level, standards-based content,
which leads to...	an increase in overall reading growth from 51.9% to 62.3% and overall math growth from 40.45% to 62.3%; overall reading attainment from 51.19% to 69.7%; overall math attainment from 48.28% to 79.65% as evidenced by NWEA.
Budget Description	* Professional development for differentiating instruction * Develop/Confirm grade-level and school level criteria for grading and grade posting * PD re; Using Questioning and Discussion Techniques from KC * Professional development from KC re; Engaging Students in Learning * PD re; utilizing the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understanding and skills expected * Revisit PD re; text complexity and text dependent questions from A-Net * Principal to provide su. planning funds * Principal to provide extended day funds * Work with parents to increase the number using Parent Portal * Complete interest inventory and learning styles survey * Use questions and discussion as techniques to deepen student understanding * Provide students frequent, informative feedback using a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students and families * Provide funds for increased resources/materials * PD: CPS scheduled in Aug. * GLT quarterly * Flex days throughout school year * Use the February PD for parent conferences (with students in Tier 2)
Tags	Curriculum, Instruction, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and

	<p>rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, OSCP: Tier 1, Science: Curriculum, Science: Student Discourse, Math: Student Discourse, Math: Curriculum</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li> <p>• (Completed) Principal to provide summer planning funds for continuing dual language plans</p> <p>Tags:Instruction, Budget &amp; Grants</p> </li> <li> <p>• (Not started) Professional development for differentiating instruction</p> <p>Tags:Instruction</p> </li> <li> <p>• (Completed) Develop/Confirm grade-level and school level criteria for grading and grade posting</p> <p>Tags:Balanced Assessment and Grading</p> </li> <li> <p>• (Not started) PD re; Using Questioning and Discussion Techniques from KC</p> <p>Tags:Instruction</p> </li> <li> <p>• (Not started) Professional development from KC re; Engaging Students in Learning</p> <p>Tags:Instruction, Teacher Leader Development &amp; Innovation: Teacher Teams</p> </li> <li> <p>• (Not started) PD re; utilizing the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understanding and skills expected</p> <p>Tags:Curriculum</p> </li> <li> <p>• (On-Track) Revisit PD re; text complexity and text dependent questions from A-Net</p> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> </li> <li> <p>• (Completed) Principal to provide extended day funds for PD and curriculum development and/or alignment</p> <p>Tags:Curriculum, Budget &amp; Grants</p> </li> <li> <p>• (On-Track) Teacher teams to work on vertical alignment and creating Dual Language plans</p> <p>Tags:MGIB: Magnet Programs</p> </li> <li> <p>• (Not started) Provide students frequent, informative feedback using a grading system that clearly, accurately, consistently, and fairly communicates learning</p> </li> </ul>

	<p>progress and achievement to students and families using the school's grading criteria</p> <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> <li>• (Not started) Teachers gather information regarding each student's learning style and interests</li> </ul> <p>Tags:OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> <li>• (Completed) Provide funds for resources/materials</li> </ul> <p>Tags:Budget &amp; Grants</p> <ul style="list-style-type: none"> <li>• (Not started) Provide funds for tutoring</li> </ul> <p>Tags:Budget &amp; Grants</p> <ul style="list-style-type: none"> <li>• (Not started) Attend Dual Language PD in order to apply for Magnet certification</li> </ul> <p>Tags:MGIB: Magnet Programs</p> <ul style="list-style-type: none"> <li>• (Not started) Attend Dual Language PD in order to apply for Magnet certification</li> </ul> <p>Tags:MGIB: Magnet Programs</p> <ul style="list-style-type: none"> <li>• (On-Track) Use the OLCE self-assessment to continue to identify action steps and progress</li> </ul> <p>Tags:MGIB: Magnet Programs</p>
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**Strategy 2**

If we do...	tracking the growth of all students and provide the structures and resources for research-based interventions,
Then we see...	targeted interventions for Tier 2 and Tier 3 students with a clear plan of implementation,
which leads to...	an increase in overall reading growth from 51.9% to 62.3% and overall math growth from 40.45% to 62.3%. For subgroups, math growth for ELs from 29.4% to 50% in 2020-2021 and to 60% in 2021-2022. For diverse learners: math growth from 31.6% to 50% by 2021 and to 60% by 2022. In reading, African American males will demonstrate reading growth from 44.2% to 60% in 2020-2021 and 70% by 2022. Diverse learners reading growth will go from 47.4% to 60% in 2021 and 70% by 2022.
Budget Description	* Provide professional development in the use of research-based interventions/materials * Schedule an intervention block * MTSS team develops a menu of interventions that clearly outlines the supports, resources, systems and structures for Tier 1, 2, & 3 * School teams

	<p>communicate MTSS related outcomes to all stakeholders * School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or 3 interventions * School engages families in supporting with progress monitoring of their students * Administration ensures that a primary teacher, Grade 3-5 and middle school teacher is a member of the MTSS team * Administration budgets for extended day pay * MTSS team meets every other week throughout the school year * Provide funds for materials/resources * CPS scheduled PD days * GLT every five weeks * Flex days throughout school year * MTSS team meets every two weeks to discuss students, resources and community partnerships</p>
<p>Tags</p>	<p>MTSS, MGIB: Magnet Programs, MTSS: Curriculum &amp; Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Completed) Administration budgets for extended day pay for curriculum development, alignment and PD  Tags:MTSS, Budget &amp; Grants</li> <li>• (Not started) Provide professional development in the use of research-based interventions/materials  Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (Completed) Schedule an intervention block  Tags:MTSS</li> <li>• (Not started) MTSS team develops a menu of interventions that clearly outlines the supports, resources, systems and structures for Tier 1, 2, &amp; 3  Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (Not started) School teams communicate MTSS related outcomes to all stakeholders  Tags:Family &amp; Community Engagement, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or 3 interventions  Tags:Family &amp; Community Engagement</li> <li>• (Not started) School engages families in supporting with progress monitoring of their students</li> </ul>

	<p>Tags:Family &amp; Community Engagement, MTSS: Progress Monitoring, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>• (Completed) Administration ensures that a primary teacher, Grade 3-5 and middle school teacher is a member of the MTSS team</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>• (Not started) Every five weeks, GLTs meet to discuss students in Tier 2 supports</li> </ul> <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> <li>• (Not started) MTSS team meets every other week throughout the school year</li> </ul> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> <li>• (Completed) Administration budgets for summer curriculum development</li> </ul> <p>Tags:Budget &amp; Grants</p> <ul style="list-style-type: none"> <li>• (Completed) Provide funds for materials/resources</li> </ul> <p>Tags:Budget &amp; Grants</p> <ul style="list-style-type: none"> <li>• (Completed) Provide funds for tutoring</li> </ul> <p>Tags:Budget &amp; Grants</p> <ul style="list-style-type: none"> <li>• (Not started) Use the resources from the Knowledge Center for MTSS roles and exemplars.</li> </ul> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> <li>• (Not started) Create tiering criteria using guidance from central office and network in order to determine a student's entry point and exit point</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction, MTSS: Progress Monitoring</p>
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**Strategy 3**

If we do...	increase the experience of a school-wide civics culture,
Then we see...	students able to explore their identities and beliefs,

<p>which leads to...</p>	<p>students being able to exercise their student voice.</p>
<p>Budget Description</p>	<p>* Increase opportunities for students to create their own hypothesis in science * Increase opportunities for students to discuss, debate topics * Increase opportunities for students to improve and re-write work * Teachers will use the Facing History curriculum from CPS * Study politics * Authentically interact with community and civic leaders * Engage students in learning and foster student ownership * PreK: work with OEC re; civics instruction * Provide planning time for the development of lesson/unit plans re; civics instruction * Integrate the teaching of academics and the ISBE Social Emotional Learning Standards * Principal to budget for extended day * Principal to budget for teachers to attend PD * Principal to budget for summer planning * Provide funds for materials/resources</p>
<p>Tags</p>	<p>Student Voice, Engagement, and Civic Life, Budget &amp; Grants, CBE: SEL Integration, FACE2: Community Partnerships, 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, OECE: PK Curriculum, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, Science: Student Discourse, SSCE: Community Engagement, SSCE: Engaging in Difficult or Controversial Discussions</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Completed) Administration budgets for extended day pay for curriculum development, alignment and PD Tags: Student Voice, Engagement, and Civic Life</li> <li>• (Completed) Principal to budget for summer planning Tags: Budget &amp; Grants</li> <li>• (Completed) Principal to budget for teachers to attend PD Tags: Budget &amp; Grants</li> <li>• (On-Track) Teachers will use the Facing History curriculum from CPS for grades 6-8 Tags: Instruction, Student Voice, Engagement, and Civic Life</li> <li>• (On-Track) Teachers to attend PD re; Civics instruction Tags: Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Provide planning time for the development of lesson/unit plans re; civics instruction throughout the school year Tags: Curriculum</li> </ul>

- (Not started) Integrate the teaching of academics and the ISBE Social Emotional Learning Standards as they pertain to increasing self-advocacy and student voice

Tags:Curriculum, OSEL: SEL Instruction

- (Not started) Students to authentically interact with community and civic leaders

Tags:Curriculum, FACE2: Community Partnerships, FACE2: Local School Council

- (On-Track) Engage students in learning and foster student ownership

Tags:Curriculum, OSEL: SEL Instruction, SSCE: Student Voice

- (Not started) Increase opportunities for students to discuss, debate topics

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Science: Student Discourse, Math: Student Discourse

- (Not started) Increase opportunities for students to improve and re-write work

Tags:Literacy: Key Practice #3-Frequent Process-based Writing

- (Completed) Provide funds for materials/resources

Tags:Budget & Grants

- (Not started) Provide PD re; integrating the teaching of academics and the ISBE Social Emotional Learning Standards as they pertain to increasing self-advocacy and student voice

Tags:Instruction

- (Not started) Increase the number of classroom observations to gather data related to writing, student discourse, accepted opinions of students from classmates and debate. (REACH 3b, 3c, 2a)

Tags:Instruction, Literacy: Key Practice #3-Frequent Process-based Writing

- (On-Track) Provide PD in REACH Component 2a

Tags:Instruction

- (On-Track) Provide PD in REACH Component 3b

Tags:Instruction

- (On-Track) Provide PD in REACH Component 3c

	<p>Tags:Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Work with OEC to refine civics instruction in Pre-K</li> </ul> <p>Tags:OECE: PK Curriculum, OECE: PK Developmentally Appropriate Practice</p>
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## Strategy 4

If we do...	increase the experience of a school-wide civics culture,
Then we see...	students able to explore their identities and beliefs,
which leads to...	students being able to exercise their student voice.
Budget Description	* Provide planning time for the development of lesson/unit plans re; civics instruction * Integrate the teaching of academics and the ISBE Social Emotional Learning Standards * PreK: work with OEC re; civics instruction * Engage students in learning and foster student ownership * Authentically interact with community and civic leaders * Increase opportunities for students to create their own hypothesis in science * Increase opportunities for students to discuss, debate topics * Increase opportunities for students to improve and re-write work * Teachers will use the Facing History curriculum from CPS * Study politics * Authentically interact with community and civic leaders
Tags	Curriculum, Instruction, OECE: PK Curriculum, OSCPA: Social/Emotional Support
Action steps	

## Action Plan

### Strategy 1

Completed Sep 22, 2020

Principal to provide summer planning funds for continuing dual language plans

Jul 01, 2020 to Aug 07, 2020 - Principal

Professional development for differentiating instruction

Jul 01, 2020 to Nov 14, 2020 - Principal

Completed Sep 22, 2020

Develop/Confirm grade-level and school level criteria for grading and grade posting

Jul 01, 2020 to Sep 04, 2020 - AP



PD re; Using Questioning and Discussion Techniques from KC

Aug 01, 2020 to Sep 04, 2020 - Admin.

Professional development from KC re; Engaging Students in Learning

Aug 02, 2020 to Sep 05, 2020 - Admin.

PD re; utilizing the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understanding and skills expected

Sep 06, 2020 to Nov 07, 2020 - Admin., teachers

On-Track Sep 22, 2020

Revisit PD re; text complexity and text dependent questions from A-Net

Aug 24, 2020 to Oct 09, 2020 - Admin., teachers

Completed Sep 22, 2020

Principal to provide extended day funds for PD and curriculum development and/or alignment

Jul 01, 2020 to Aug 08, 2020 - Principal

On-Track Sep 22, 2020

Teacher teams to work on vertical alignment and creating Dual Language plans

Aug 25, 2020 to May 15, 2021 - Dual coordinator, teachers

Provide students frequent, informative feedback using a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students and families using the school's grading criteria

Oct 09, 2020 to Jun 24, 2022 - Teachers

Teachers gather information regarding each student's learning style and interests

Sep 07, 2020 to Sep 30, 2020 - Teachers

Completed Sep 22, 2020

Provide funds for resources/materials

Jul 01, 2020 to Jun 30, 2021 - Principal

Not started Sep 22, 2020

Provide funds for tutoring

May 12, 2020 to Aug 07, 2020 - Principal

Attend Dual Language PD in order to apply for Magnet certification

Jul 04, 2020 to Jun 29, 2021 - Dual Language coordinator

Attend Dual Language PD in order to apply for Magnet certification

Jul 04, 2020 to Jun 29, 2021 - Dual Language coordinator

On-Track Sep 22, 2020

Use the OLCE self-assessment to continue to identify action steps and progress

- Dual Language coordinator, teachers, admin.

## **Strategy 2**

Completed Sep 22, 2020

Administration budgets for extended day pay for curriculum development, alignment and PD

Jul 01, 2020 to Aug 07, 2020 - Principal

Provide professional development in the use of research-based interventions/materials

Aug 02, 2020 to Feb 01, 2021 - Administration

Completed Sep 22, 2020

Schedule an intervention block

Aug 31, 2020 to Sep 04, 2020 - Teachers

MTSS team develops a menu of interventions that clearly outlines the supports, resources, systems and structures for Tier 1, 2, & 3

Jul 01, 2020 to Nov 06, 2020 - Counselor, MTSS team

School teams communicate MTSS related outcomes to all stakeholders

Oct 05, 2020 to Jun 04, 2021 - Counselor, MTSS team

School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or 3 interventions

Oct 05, 2020 to Apr 30, 2021 - Counselor, MTSS team

School engages families in supporting with progress monitoring of their students

Oct 05, 2020 to May 31, 2021 - Counselor, MTSS team, Administration

Completed Sep 22, 2020

Administration ensures that a primary teacher, Grade 3-5 and middle school teacher is a member of the MTSS team

Aug 24, 2020 to Sep 04, 2020 - Administration

Every five weeks, GLTs meet to discuss students in Tier 2 supports

Sep 07, 2020 to May 31, 2021 - Administration, Teacher teams

MTSS team meets every other week throughout the school year

Sep 07, 2020 to Jun 11, 2021 - MTSS team

Completed Sep 22, 2020

Administration budgets for summer curriculum development

Jul 01, 2020 to Aug 07, 2020 - Principal

Completed Sep 22, 2020

Provide funds for materials/resources

Jul 01, 2020 to Jun 30, 2021 - Principal

Completed Sep 22, 2020

Provide funds for tutoring

May 05, 2020 to Aug 07, 2020 - Principal

Use the resources from the Knowledge Center for MTSS roles and exemplars.

Jul 01, 2020 to Oct 23, 2020 - MTSS team

Create tiering criteria using guidance from central office and network in order to determine a student's entry point and exit point

Jul 01, 2020 to Sep 19, 2020 - MTSS team

### **Strategy 3**

Completed Sep 22, 2020

Administration budgets for extended day pay for curriculum development, alignment and PD

Jul 01, 2020 to Aug 07, 2020 - Principal

Completed Sep 22, 2020

Principal to budget for summer planning

Jul 01, 2020 to Aug 07, 2020 - Principal

Completed Sep 22, 2020

Principal to budget for teachers to attend PD

Jul 01, 2020 to Aug 07, 2020 - Principal

On-Track Sep 22, 2020

Teachers will use the Facing History curriculum from CPS for grades 6-8

Sep 07, 2020 to Jun 10, 2021 - Teachers

On-Track Sep 22, 2020

Teachers to attend PD re; Civics instruction

Aug 31, 2020 to Apr 29, 2021 - Teachers

Provide planning time for the development of lesson/unit plans re; civics instruction throughout the school year

Aug 30, 2020 to Apr 29, 2021 - Principal, teachers

Integrate the teaching of academics and the ISBE Social Emotional Learning Standards as they pertain to increasing self-advocacy and student voice

Sep 07, 2020 to Jun 10, 2021 - Teachers

Students to authentically interact with community and civic leaders

Sep 07, 2020 to Jun 10, 2021 - Teachers, LSC, PAC

On-Track Sep 22, 2020

Engage students in learning and foster student ownership

Sep 07, 2020 to May 31, 2021 - Teachers

Increase opportunities for students to discuss, debate topics

Sep 07, 2020 to Jun 11, 2021 - Teachers, ILT, admin.

Increase opportunities for students to improve and re-write work

Sep 07, 2020 to Jun 18, 2021 - Teachers, ILT, admin.

Completed Sep 22, 2020

Provide funds for materials/resources

Jul 01, 2020 to Jun 30, 2021 - Principal

Provide PD re; integrating the teaching of academics and the ISBE Social Emotional Learning Standards as they pertain to increasing self-advocacy and student voice

Aug 31, 2020 to Mar 31, 2021 - Principal, social worker, counselor

Increase the number of classroom observations to gather data related to writing, student discourse, accepted opinions of students from classmates and debate. (REACH 3b, 3c, 2a)

Oct 05, 2020 to Apr 29, 2021 - AP, Principal, teachers

On-Track Sep 22, 2020

Provide PD in REACH Component 2a

Sep 03, 2020 to Oct 30, 2020 - AP

On-Track Sep 22, 2020

Provide PD in REACH Component 3b

Sep 03, 2020 to Oct 30, 2020 - AP

On-Track Sep 22, 2020

Provide PD in REACH Component 3c

Sep 03, 2020 to Oct 30, 2020 - AP

Work with OEC to refine civics instruction in Pre-K

Sep 06, 2020 to Apr 29, 2021 - Teacher, TA, AP, principal

## **Strategy 4**

# **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.**

- \* IAR, Science, Access are state tests.
- \* NWEA is used BOY, MOY and EOY. Although the test is not intended for comparison from BOY to MOY to EOY, the MOY does give an indication of the students who are on track for EOY growth and attainment.
- \* The ILT and MTSS teams complete self-assessments to help drive decision-making in curriculum, supports and PD
- \* The SQRP is used by CPS to rate schools. All schools, including Sabin will not be rated for 2020-2021.
- \* Students, staff and parents will be encouraged to complete the My Voice, My School survey when available.
- \* Staff and students completed the My Voice, My School survey in order to provide information in developing the CIWP for 2020-2022.

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

- \* Guided Reading & Small group instruction in math are offered in classes
- \* F & P are used for progress monitoring in Grades K-8
- \* LLI kits, Freckle, and Amplify platforms may be used for interventions
- \* The MTSS team will meet bi-weekly to monitor progress of students and identify instructional practices and interventions that are the most beneficial
- \* Intervention block will be scheduled for all grades K-8 either daily or weekly to support advanced learning or remediation
- \* Teachers in grades 5-8 choose to tutor students during lunch/recess with parent consent. This is often done for students who have fallen behind.
- \* Sabin is the only elementary school in CPS that offers Vex robotics, underwater robotics and drone programming for students in grade 5-8.

### **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.**

- \* Small group instruction using BAS Kits, LLI kits, Benchmark for Dual Language, Links to NWEA and/or Amplify resources on the Sabin website

- \* The robotics program occurs in both English and Spanish
- \* Intervention blocks planned for 2020-2021 schedules
- \* Before/after school tutoring

**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).**

- \* Sabin has a full time social worker and full time counselor who see groups and individuals on a regular basis
- \* Counselor and social worker provide resources to families in need to outside agencies
- \* Sabin runs a productive check-in/out program
- \* The 7/8 students receive financial training via
- \* Students in grades 6-8 participate in Naviance which has embedded college and career awareness

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

- \* Posting on the CPS website
- \* Outreach by staff to their colleges/universities
- \* Partnerships we have with universities who provide student teachers
- \* Partnership with CPS' residency program
- \* References checked
- \* Pre-interviews
- \* Candidates are interviewed by a team which includes the dual language coordinator, principal, AP, counselor and at least one member of the team the candidate will belong to
- \* Teach a lesson when possible

**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.**

- \* Parents are provided training regarding Sabin initiatives and other survey identified topics
- \* ESPs attend teacher PD as needed
- \* ESPs attend PD specifically designed for their job requirements
- \* PD provided through the network is disseminated during GLT and/or after school
- \* PD is flexed throughout the school year
- \* Mandated CPS PD is provided as well as program specific PD

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

- \* Spanish for non Spanish speakers has been planned
- \* Based on the parent survey, classes/training will be offered for 2020-2021
- \* Attendance incentives offered quarterly
- \* PAC, LSC and BAC meet on a regular basis
- \* GED classes are being considered
- \* Family Nights like literacy, math etc. also include workshops for parents' growth
- \* Counselor offers adult SEL classes

**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.**

- \* Parents of Pre-K students are invited to kindergarten open house, class visits and orientation
- \* Parents of Pre-K are assisted by the teacher and clerk in applying to kindergarten at Sabin
- \* Students coming to Pre-K are invited to attend Welcoming events for parents and kids

**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.**

- \* Sabin asks each grade level to develop their assessment plan
- \* Sabin teachers vote for their assessment plan each year. Voting was completed 5/22/20

**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.**

- \* MTSS
- \* Tutoring
- \* Credit recovery for 3, 6, 8
- \* Tier II instruction
- \* Appropriate tracking of work leading to referrals to Sped.

**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.**

External programs are integrated with internal programs and student needs. Some external programs include:

- \* Violence Prevention Programs: Resilience (RVA); Erie Health Center (Sexual Health Program); We are part of the No Bullying network from ESPN, MLB and X-Sports; Training in Restorative Conversations
- \* Nutrition Programs: Erie Health Center (Nutrition Program); Agriculture in the Classroom; Learning Garden; Common Threads; CPS' Fresh Fruits and Vegetables (FFVP)
- \* Vocational and job training: Naviance and Future Founders
- \* Parent training provided in Sabin's initiatives. Many outside agencies also have training included/offered.
- \* We continue to partner with Communities in Schools (CIS); Community as a Campus (CAAC) for additional resources and parent vocational training

## **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.**

The PAC meets monthly to discuss parent involvement and develop ideas for increasing involvement. For 2019-2020, the PAC met the first Thursday of the month at 4:15 p.m. During the Organizational meeting in September, 2020, the PAC will determine the meeting dates. Parents will review the plan and policy on a quarterly basis. As needed, revisions to the budget plan will occur when quorum is met. The PAC chairperson will send a report to the LSC chairperson if the PAC chairperson is unable to attend the LSC meeting to give the report in person. Quarterly, the PAC will review the CIWP.

**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**

Parents will be given information regarding Title I programs during Open House, August 2020 if schools are open. If schools remain on shelter-in-place, information will be shared via the Sabin website.

The Title I Annual Meeting will take place Thursday, September 24, 2019 @ 5:30 p.m.

\* The Title I PAC Organizational Meeting will take place on October 1, 2020 @ 4:15 p.m. or as agreed upon by the majority of members from the 9/24/20 annual meeting. Meetings will be in-person or virtual.

\* Once the PAC has a chairperson and other officers, they will set the meeting dates and times for the remainder of the school year.

\* Notices will go out to parents in English and Spanish, it will be posted on the website, front doors of the school, on the marquee.

**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.**

- \* The PAC holds regularly scheduled meetings and will advertise such. Parents will be given the parameters of the PAC so that they understand their responsibilities and budget. Parents will have input as appropriate in decisions about the education of the children of Sabin.
- \* The principal maintains an open-door policy and is available for meetings with parents. Appointments are recommended. The principal will respond to emails within 48 hours unless unavailable.
- \* As data is received, it will be shared with parents via the Student Goal Sheet, State or CPS format. Teachers, the counselor and administrators will be available to meet with parents as needed.
- \* Provide workshops to parents regarding assessments including but not limited to: GOLD (Pre-K) KIDS (K) F & P (K-8) NWEA (2-8) IAR (3-8) STAMP or Las Links (Dual and EL students only) Illinois Science Assessment (5, 8)
- \* Continue to have links from the Sabin website to NWEA and other assessments supports (as available)
- \* The LSC meets on a regular basis and will set their calendar June 11, 2020. Meeting dates for SY21 are: 9/17, 10/15, 11/19, 12/10/14. All meetings will be held virtually at 5:30 p.m. until further notice. The LSC allows for public participation during each 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.**

- \* As data is received, it will be shared with parents via the Student Goal Sheet, in person meetings and State dictated formats. NWEA also has parent information sheets which are helpful and are used. Teachers, the counselor and administrators will be available to meet with parents as needed.
- \* Provide workshops to parents regarding the assessments
- \* Share the assessment calendar on the website
- \* Continue to have links from the Sabin website to ISBE and NWEA related information

**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.**

- \* All parents will be notified if their child is being taught by a teacher who is not "highly qualified" as defined in the Title I Final Regulations. This will be sent home on paper or via email in the appropriate language.

**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.**

- \* Workshops will be offered to parents including, but not limited to: Accessing Aspen; using the website to navigate to external resources; curriculum specific "nights"; workshops regarding state standards and achievement standards; understanding NWEA; how to read/use Sabin goal sheets. Workshops will be scheduled during Open House, 2020 and throughout the school year. Parents may also schedule appointments with teachers and administrators.

**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.**

- \* Sabin offers family events: Literacy Night, Math, Science & Robotics, Game Night, Valentine's Day Dance \* Accessing Aspen \* Workshops to support Sabin's initiatives: No Bullying, Calm Classroom, Freckle, Go

Math, Readers' and Writers' Workshop, RAZ Kids, Newsela, Amplify Science (5-8), Amplify Literacy (K-2)  
\* Sabin was part of the Technology Modernization grant for 2019-2020; however, no devices have been delivered as of May, 2020. When delivered, parents will be invited to a training to help increase the use of technology.

- \* Sabin will continue to loan devices as needed to support remote learning
- \* Resource links can be provided via the website for those unable to attend workshops
- \* Open House Fall, 2020
- \* LSC and PAC meet monthly \* BAC meets quarterly
- \* Report card pick-up each semester: Nov. 18, 2020 & April 21, 2021
- \* After school showcases in conjunction with external partner, Columbia College

**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.**

- \* Teachers send monthly newsletters (paper & electronic) and have times throughout their day to make appointments with parents.
- \* Teachers can also make phone calls and e-mail to stay in touch with parents.
- \* Teachers will attend parent workshops and learn alongside parents.
- \* Teachers will provide some workshops to parents soliciting their involvement by asking them to partner in presentations.
- \* Host game nights and other social events to increase relationship building
- \* The BAC will meet at least quarterly
- \* Celebrations for Dia del Nino, Dia del Muerto, Hispanic Heritage month and other celebrations of diversity
- \* Encourage participation in Community as a Campus events and trainings

**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.**

- \* Principal newsletters and all school correspondence go out to families in print and electronic form
- \* Pre-K families are invited to school-wide events
- \* Information is posted on the website
- \* The Pre-K staff participate in committees with the rest of the teachers
- \* Phone blasts as permitted
- \* Pre-K parent training
- \* Step-up to Kindergarten planned for Spring, 2021
- \* School tours in-person as allowed) and virtually on 9/30/20 from 5:30-7 p.m for prospective parents

**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 announcements about parent meetings will be posted in English and Spanish on the Sabin website, on the front doors of the school, in monthly principal newsletters, on the parent bulletin board near the front entrance, Pre-K entrance, and in notes sent home electronically
- \* Reminders will be posted on the marquee and website

## 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.)**

Sabin Dual Language Magnet School staff inspires our students to have a life-long passion for learning. All of our students, including diverse learners, have the ability to transfer academic study and personal concern into effective leadership and action in their communities and the world. Sabin students strive for excellence and aspire to succeed in higher education which enables them to be active participants in the dynamic, global, community. We foster second language acquisition and an appreciation of language and culture with a focus on students becoming bi-literate in Spanish and English. Teachers are committed to addressing the individual needs of Sabin students through the implementation of a differentiated, innovative and evidenced-based curriculum that will prepare them to be college and career ready.

**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 will be held Thursday, September 3, 2020 if the shelter-in-place has been lifted. Otherwise, teachers will conduct their own meetings during the week of August 31st 2020. Kindergarten and Pre-K orientation will be held throughout the summer either in-person, virtually or during Open House if the shelter-in-place is lifted.

\* Report card pick-up will take place November 18, 2020 and April 21, 2021. The tentative hours are 11:45 am-6:00 p.m.

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

\* Parents will be offered training in the use of the Parent Portal in Aspen and will be encouraged to use it.

\*Parents will receive progress reports every five weeks as determined by CPS \*Student goals sheets are given at conferences and/or sent home when updated. These include F & P and NWEA scores as well as the student's personal goals for achievement. These are updated every five weeks. Parents will also receive the Parent Information sheets from NWEA. As appropriate, parents will receive these via the email they have entered in Aspen.

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

- \* Teachers will let parents know via Aspen, Class DoJo, Remind, e-mail, or newsletter when they are available for conferences/meetings
- \* Teachers send information to parents via Class DoJo, Remind, e-mail and Aspen Parents determine their preferred mode of communication
- \* Parents may call the school and schedule appointments with teachers. These appointments will be made during non-instructional times depending on the teacher's schedule.
- \* As needed, teachers will be available M-F during their prep to meet with parents. At their discretion, teachers may make appointments before/after school or during their lunch period.
- \* Teacher conferences will take place during report card pick-up days Nov. 18th and April 21st.

**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 are welcome at Sabin. We follow the CPS guidelines for regular volunteers. This includes criminal background check, TB test and updated health exam.
- \* Parents are recruited for field trips and other "one-time" events do have to meet the CPS required volunteer guidelines.
- \* Room parents, reading hour, literacy, math and science nights, family movie night, attendance incentives and the Scholastic Book Fair are some of the events for which parents may volunteer. Parents of 8th graders may volunteer and may earn extra graduation tickets for chaperoning a dance, decorating and for other 8th grade graduation related activities.

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

- \* We will provide training in the use of the Parent Portal of Aspen by appointment and during Open House and Report Card pick-ups.
- \* Students have: agendas, home/school communication folders, reading logs, goal sheets, monthly newsletters, and teacher website/blogs. Teachers use the Remind app, Class DoJo and other means to communicate with families.
- \* Parents are strongly encouraged to check their child's homework and/or agendas daily
- \* As needed, parents sign and agree to a attendance, behavior and MTSS plans
- \* We ask that parents check goal sheets and engage their children in conversations about meeting/exceeding the goals
- \* Ensure that students are on time and in regular attendance \* Be proactive
- \* Attend events hosted by teachers who provide strategies to work with children
- \* Use the website \* Check the CPS' Aspen Parent Portal frequently \* Meet with teachers as needed
- \* As needed/available, schedule parent training to support their efforts in parenting
- \* Provide training to parents regarding Sabin's initiatives, CPS' initiatives and State testing

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

- \* LSC meetings occur each month and have time set aside for public participation.
- \* Attend and actively participate in NCLB and BAC meetings. \* Attend meetings and participate in the 2020-2022 CIWP review and implementation
- \* Volunteer for various committees and events. \* Meet regularly or as needed with teachers and/or administration

**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).**

- \* Student will arrive on time, prepared, with a positive attitude and ready to work
- \* Be respectful and polite \* Complete assignments on time \* Ask for assistance when needed \* Maintain copies of goal sheets at home and in school
- \* Compete fairly and with dignity regardless of the outcome \* Request additional (extra credit) assignments \* Re-do assignments that are below 70% \* Re-take assessments that fall below 70%
- \* Follow/abide by the shared values posted throughout the school \* Participate in CHAMPS and Calm Classroom
- \* Support the No Bullying campaign to eradicate bullying \* Participate in the SEL curriculum \* In 8th grade, complete Credit Recovery courses/assignments

### 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.**

Spanish classes will be offered to parents who have no Spanish background. Parents will be invited to monthly PAC and LSC meetings and quarterly BAC meetings. Parents will be invited to workshops teaching them about Sabin's initiatives, parent portal, technology, Naviance and other means to support student progress. There will be ongoing training in No Bullying, CHAMPS, SEL and academic programs throughout the school year. Family Nights will be scheduled quarterly for attendance incentives. Literacy Night, fall 2020. Math, Science Robotics Night Spring 2021.

**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.	\$1019.00
<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.	\$500.00
<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.	\$346.00

<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)	\$0.00
<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.	\$250.00
<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.	\$150.00
<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