

Rueben Salazar Elementary Bilingual Center 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/14/2020	ILT team	Organizational meeting completing SEF ratings
12/17/2019	ILT team	Prepare to present to staff
02/11/2020	ILT Team	Identify CIWP areas of focus
02/05/2020	Staff	Familiarize with ratings, rate each category and subcategory, and provide evidence for new rating
03/05/2020	ILT Team	Start working on Theory of Action

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 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
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Salazar's Vision Ruben Salazar will offer a high quality, standards-based and holistic curriculum which will be sustained through intensive, school-based professional development and structured analysis of comprehensive, interim assessments to ensure all students' needs are met. A welcoming environment and strong partnership with universities, community, and parents will develop children's and families' strong sense of self-worth within a broader community, in preparation for effective participation as team members and leaders of the 21st Century. Salazar's core values include: - Embracing Diversity - Rich Culture that includes bilingualism - Social Emotional Learning (SEL) - Academic awareness - Rigorous curriculum for all -Personalized Learning Parents, guardians, and community share the message that Salazar provides an atmosphere that is welcoming, nurturing, and offers rigor in their curriculum. Our vision is to meet students' needs to make Salazar a true choice school. The mission and vision is shared throughout the year during: - NCLB Meetings & Workshops -School Web site - State of the School report -Orientation/Open House -Completing Third year school-wide Second Step program. -Staff meetings such as ILT meeting twice a month, weekly grade level meetings -Provide opportunities for teachers to build the leadership skills that capitalize on the leadership skills and experience of others. - Partnership with Walter Payton High School and students -Partnership with Peggy Notebaert Nature Museum -Partnership with SeniorCorps with the City of Chicago (Grandparent Volunteers) - Partnership with By The Hand - Partnership with Chicago Lights - Partnership with MidTown/Metro - Partnership with Junior Achievement -Partnership with Chicago Park District (Seward Park) -Girls on The

Run led by Teacher volunteers -CPS SCORE sports initiative (boys and girls basketball, soccer, etc...) - Partnership with The Near North Unity Program - Partnership with Open Books- Reading Buddy Program - Third year of College and Career Readiness club -Third year of College and Career Readiness quarterly celebrations - Acknowledge all student growth routinely (First of every month) - Cultural celebrations (Dia de los Muertos, St. Patrick's Day, Halloween, Thanksgiving, Los Reyes Magos, Cinco de Mayo) - Implementation of Achieve3000, a research based non-fiction that tracks Lexile growth and/or regression on a monthly basis to modify instruction and uses evidence to create mini lessons that focus on the needs of the students. -Progress Monitoring of all students (DIBELS/IDELS and Achieve3000) -Interim Assessments (1st - 8th) - Student access to multitude of Fine Arts and 21st Century specials (i.e Music, Dance, Technology, Physical Education, Art, Spanish) - High percentage of staff with Access Certification - High percentage of teachers with NCLB certification - High percentage of teachers with ESL/Bilingual Approval -Variety of after-school clubs (yearbook, technology, Taekwondo, Reading and Math tutoring, art, The Academy Group,) Salazar's Mission Ruben Salazar creates a nurturing learning environment which meets all students' needs through active engagement with culture, language, and diversity. Ruben Salazar will provide a rigorous program that develops students' academic language skills in English and Spanish by involving all school personnel, parents and members of the wider community as partners in a continuous process of learning and doing. Salazar believes in supporting all students. The bilingual students are supported either via the heritage program or by receiving instruction in their native Spanish language. In addition, bilingual students who are new to the United States receive English as a Second Language (ESL) instruction. All bilingual students are supported in the other disciplines by having directions repeated in Spanish or clarifications for tasks in Spanish.

- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Salazar's Instructional Leadership Team (ILT) has representation from all grade clusters, including diverse learner teachers. ILT meetings are held bi-weekly on Tuesdays from 7:30 am-8:30 am. The ILT's priority is to ensure that school wide initiatives are identified using data analysis and the review of instructional resources. Members also generate ideas and suggestions to improve instruction and the professional growth of school personnel. ILT members are consistent in sharing the discussed topics through grade level meetings, flex days, and informal

collaboration. The ILT members ensure that every teacher's voice is heard by having discussions during their grade cluster meetings and common collaboration times. ILT contributes suggestions/ideas for school wide targeted goals. ILT members facilitate professional learning and identify other staff members to share tools and resources to increase student achievement. ILT and homeroom teachers analyze data along with administration to determine groupings, identify resources, coach and model effective practice. ILT meets with Innovare's data strategists to create data based school-wide improvement action plans. Some of the ILT members also form part of the teacher hiring team, which has created a process to help identify potential candidates. Additionally, staff shares information regarding available external workshops or what they have learned during previously attended PDs. Teachers have also received various grants to help support the emotional needs of our students, improve technology availability in various classrooms, and/or obtain additional books for their classroom libraries. Teachers share writing grant tips during grade level meetings and/or flex days. Salazar also has several partnerships that are responsive to student needs, including The Academy Group, Open Books, Chicago Debate, Chicago Lights and CW Taekwondo Chicago. Aside from these partnerships, Salazar also offers tutoring across all grade levels as part of our after school programs including programming available for bilingual students and diverse learners. Teachers also ensure student work is evident throughout the building. Bulletin boards also celebrate Salazar's diverse backgrounds of all students along with various topics, including SEL, heritage months, and school-wide incentives and goals.

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
 - 4 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
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Salazar teachers use current student data and standards to map the curriculum, enabling them to allocate sufficient time to teach each standard. Once the teachers map out their teaching units, cross-curricular connections are more evident and can be promoted to enable all students to develop real-world connections for the concepts. Teachers regularly analyze and align their curriculum maps to address all students' academic and social/emotional needs. This allows the teachers to create a rigorous curriculum with a balance between teacher-directed concepts and student-generated investigations and enables all students to practice higher order thinking skills which contributes to high quality work. During grade level and content area meetings, as well as during individual planning time, teachers collaborate and create a quarterly scope and sequence using standards. They then adjust teaching strategies using formative assessments and NWEA data to meet all students' needs and give them access to grade level

standards. High behavior and academic standards apply to all students. Salazar uses MTSS to support students' social/emotional and academic needs at all levels. Classroom structures and interventions are designed for all tiers of students. Implementation of CHAMPS and SEL strategies are applied school-wide where signals are used to maintain noise level and engage students as agents to monitor their behaviors and learning. Second Step curriculum is implemented in the classroom to help create a positive school climate, in which students learn to be kind, caring, and responsible. They also learn to solve everyday problems. Social/emotional and academic research-based interventions are provided for students by interventionists and classroom teachers. These include small group, pull-outs, and one on one tutoring. Teachers use the NWEA Learning Continuum and DIBELS/TRC data to drive instruction and align resources. NWEA assessments, Achieve3000, IXL and DIBELS/TRC are used to progress monitor and gauge student learning and skill attainment (i.e. BOY and 5 week interim assessments) in order to adjust lesson plans. Curriculum materials are aligned to the CCSS and WIDA standards. Supplemental materials are available for students to use in school or at home. Websites are also shared with parents to provide additional practice opportunities. RAZ Kids, Khan Academy, Go Math Achieve 3000 Crosswalk Coach Plus for Reading and IXL for Math, Reading & Science, CommonLit Scholastic Practice sites such as Quizlet

- 4 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 4 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 4 Provide students frequent, informative feedback
 - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 4 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:** Salazar teachers implement an appropriate and meaningful scope and sequence, which enables them to allocate sufficient time to cover each standard and objective identified in their unit/lesson plans. Cross-curricular connections become more evident once a scope and sequence has been established and can be promoted to enable students to develop real-world connections. Teacher reflection is a regular endeavor, and promotes the necessary use of student data to reteach or extend lesson objectives. Teachers regularly analyze their scope and sequence to ensure that tasks are cognitively challenging for personalized instruction. This allows the teachers to create a balanced approach between teacher-directed concepts and student-generated investigations to deepen student understanding. Students in all grade levels are required to complete tasks that are of higher order thinking. Students are challenged and required to think critically at independent, partner, and group work levels. Projects and single day lessons are presented to students to challenge their thinking in all content areas. Students have opportunities to participate in authentic discourse through class activities that are project-based and promote the art of presenting and public speaking. Oracy is developed

within each student as a result of student questioning and discussions. Instruction is based on bringing about a sense of Agency, Authority, and Identity by facilitating engaging activities and providing frequent, informative feedback to students. As a result of analyzing student data, teachers personalize learning to address student misconceptions. For example, students practice their "Suggested Area of Focus" according to the NWEA Student Profile. Continuous data aggregation occurs on a regular basis after teacher-defined assessments (single objective vs. unit objectives), in addition to norm-referenced testing analysis. This allows students to be able to move throughout the tiers (i.e. tier 3 to tier 2 etc.), and teachers are aware of flexible grouping within the "set" tiers. For example, in Reading, students may have a strength in Vocabulary, but a weakness in Informational Text. Thus, students are flexibly tiered within sub-groups of particular content areas. Student strengths and needs are understood by the teacher and are utilized to tailor instruction. Teachers promote a safe, nurturing environment where students feel willing to strive but know that mistakes are a part of growth and accept them as a part of the learning experience. Perseverance and a growth mindset are fostered through explicit SEL lessons and modeling by teachers and staff.

- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 4 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 4 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
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Teachers utilize formative assessments that are given to students on a weekly basis to assess content proficiency and academic language acquisition. The assessments reach various levels represented in the classrooms as students are taught in a more direct and personalized way. These assessments are analyzed, discussed and modified during weekly grade-level collaboration meetings to meet the needs of all students, including diverse learners, English Learners, and high-performing students. For example, materials are readily available in a variety of achievement/performance levels and in Spanish for English Learners. Additionally, based on assessment data, teacher teams reflected on curricula in place for the 2018-2019 school year and decided to

keep or change them for the current school year. Furthermore, students are continuously adding to and refining action plans based on NWEA (English and Spanish), Achieve3000 (English and Spanish), Reading A-Z (English and Spanish) XtraMath (English, Spanish, and Polish), and IXL. Teachers maintain students' assessment files that include their goal sheets and data. School-based teams discuss and monitor the effect of teaching on student learning by providing interventions to all students based on their current levels of performance. With regards to grading, rubrics are organized in a way that provides feedback allowing students to easily see areas of improvement. Teachers update grades via Aspen, which parents and students can view prior to the distribution of grades on the CPS Parent Portal. Multiple attempts are given to students to show mastery of skills which are reflected under each assignment in Aspen - retakes. Literacy: non-fiction implementation through Achieve3000 shows monthly data and Lexile growth which correlates to student level college and career readiness. Student/Teacher meetings occur monthly to review the updated Lexile and reflective student/teacher conversations occur. Additionally, teachers set up meetings with students (NWEA Data-Day, ACCESS, and Spanish assessment AVANT for The Seal of Biliteracy) in order to promote and improve assessment literacy. As a result, students make shifts to reach their goals as teachers are designing follow up lessons. Mathematics: teacher utilize MAP Skills to target discrete standards to carry out data-driven instruction based on individual goals.

- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 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)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 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)
 - 4 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 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)
- 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)
- 4 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)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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)
- 4 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:** MTSS is implemented by all teachers and includes all learners regardless of achievement levels. Teachers plan and implement research-based interventions to support all students. These integrated plans address behavioral and academic needs to address their deficits and objectives are monitored to evaluate progress. Teachers strive to close the academic gap as quickly as possible by intervening early. This allows students who are performing below grade level to catch up to their peers. All staff support students by identifying skills on the NWEA learning continuum and using the progress monitoring probes to check their progress. The students work on specific rigorous tasks, such as

Achieve3000, Reading A-Z, IXL, XtraMath, and Khan Academy, to develop mastery. Interventions are provided either in small groups or one-on-one. These groups are adjusted throughout the school year based on BOY, MOY, and EOY assessments and on classroom observations and progress monitoring.

Additionally, teachers implement personalized learning during whole group instruction so that all students are working on their learning goals at their current academic level. There are also after school programs for students that utilize personalized learning. All stake-holders are included in the MTSS process by receiving phone calls, messages, or in-person meetings about the student's progress (student's RIT scores, goals, and grades). During these meetings, teachers and families look through student's data/classwork and create next steps for intervention. Students also participate in student/teacher conferences to discuss goals and identify sub-content areas of improvement. These conferences allow the student to take ownership of their learning. With regards to SEL MTSS, strategies are discussed weekly in a whole group setting. Students who require additional support receive a variety of interventions, such as Check-In/Check-Out, SS Grin, Sound Lab Music Therapy, and token economies. There is also a referral system in place for those students who need to meet with the counselor and/or social worker for additional support.

- 4 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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:** Third year implementation of College & Career Readiness (CCR) Club for intermediate students. Lexile to Career Connections on Achieve3000 Students earn certificates in IXL as they master skills. Students participate in Career Day by dressing for the profession they inspire to. Students are exposed to various worlds of work via career fair, and through guidance classes offered by the counselor. Seventh graders and their parents are informed of CPS high school options and requirements to encourage parents and students to research all options and find the best fit. In addition to the bilingual students, the diverse learners are mandated within their IEPs to have transition plans completed and Salazar ensures that this policy is followed.

Quality and Character of School Life

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

- **Evidence:** Salazar is characterized by high levels of relational trust between all school participants which impacts student achievement in our school community. All students are addressed with dignity and confidentiality. Salazar is dedicated to ensuring that all students receive socio-emotional learning through our Second Step curriculum. This year-to-year curriculum promotes the continuous socio-emotional development from kindergarten to 8th grade. Teachers work diligently to develop a positive rapport with the students and their families. This relational trust is critical for promoting a culture of trust and a growth mindset among students. Teachers and staff purposefully gather and analyze information from various sources about students' individual backgrounds, cultures, interests, language proficiencies, learning styles, multiple intelligences, and diverse needs. In return, parents trust the staff's input when sharing information regarding their children's academic, social-emotional, and/or behavioral concerns. Interactions are sensitive to students as individuals, as evidenced by supporting their home language and culture by a heritage program that allows them to receive instruction in their native language of Spanish or clarifying instructions/directions. The school counselor organizes monthly school-wide incentives and celebrations to promote a positive school climate and healthy rapport between all members of the school community.
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Students at Salazar are invested and engaged in their learning, their school, and their community. The interactions between staff and students are highly respectful and sensitive. Overall, students demonstrate knowledge and empathy for each other by interacting respectfully with one another. Salazar offers a variety of extracurricular activities, rigorous courses, and programming that support not only academic needs but also social-emotional/ behavioral needs and student interests. For academics, students in after school tutoring and homework support such as The Academy Group and College and Career Readiness Club. Students in grades 6-8th grade have the opportunity to engage in political debate club. For social-emotional/behavioral needs, Salazar has instituted a variety of interventions such as Peer Jury (students take on leadership roles to promote positive interactions with one another); Check-In/Check-Out (students work with an adult mentor in order to achieve specific individual behavioral goals); Girls' Self-Esteem Group; Positive Behavioral Intervention Support - PBIS (school-wide incentive system); S.S.Griffin Tier 2 Social Skills Group (a social skills group intervention starting the fourth quarter); and Second Step Program (school-wide social-emotional curriculum taught by teachers). Students also participate in interest-based after-school programs such as basketball, soccer, volleyball, Girls on the Run, dance with the Chicago Lights Academy, Yearbook Club, Taekwondo, etc.
- 3 - Physical and Emotional Safety

- 4 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:** Salazar maintains high levels of safety and order. Teachers and staff work tirelessly to promote effective classroom routines and procedures. In order to ensure students are safe at all times, staff members supervise the transition of breakfast, monitor recess and lunch periods and arrival/dismissal of students. Students who ride public transportation or walk to school are constantly reminded to leave the school vicinity as soon as they are dismissed to ensure that they get home safely and in a timely manner. Staff and teachers attend a variety of professional development and training to ensure safety and order in the school. All these trainings allow Salazar to respond to potentially dangerous incidents in a timely manner. Salazar also works together with the Chicago Police and Fire Departments and Network 6 to ensure proper practices of lockdown, fire and tornado drills. Each classroom displays a evacuation maps and procedures to ensure students' safety.
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Salazar implements policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. All staff members have the responsibility to hold all students to high standards of conduct and promote a positive school environment. Students and parents are aware of the school's policies and procedures, and they work together with teachers to carry them out. Classroom teachers are responsible for addressing misconduct codes 1, 2 and 3 and informing parents of these behaviors. Salazar has put in place school climate interventions that work toward restorative justice(ie. Second Step, Go Noodle, CICO, Calm Classroom, Breathing techniques, Class Dojo/Remind). In some severe behavior instances, teachers document behaviors using an Antecedent Behavior and Consequence (ABC) chart in order to collect information about the events occurring within a student's environment. Teachers also maintain records of these behaviors in the Student Logger system. Also, Salazar has instituted a variety of interventions such as Peer Jury (students take on leadership roles to promote positive interactions with one another); Check-In/Check-Out (students work with an adult mentor in order to achieve specific individual behavioral goals); Girls' Self-Esteem Group/Girls Retreat 3-8th; Positive Behavioral Intervention Support - PBIS (school-wide incentive system); S.S.Grin Tier 2 Social Skills Group (a social skills group intervention starting the fourth quarter); Girls on the Run 3rd - 5th, and Second

Step Program (school-wide social-emotional curriculum taught by teachers). Restorative conversations are used to redirect and guide students into making positive choices/decisions. All these tools and interventions are put in place to keep students motivated to improve classroom behaviors. Students' behavior is addressed in a timely manner by all school personnel. Parents are notified and if consequences are merited, they are given. As a last resort, students receive detention or in-school suspensions. Salazar wants to ensure that students are in school to continue learning.

- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 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)
 - 4 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:** Salazar parents meet monthly as members of the BAC and NCLB committees. The parent coordinator provides them with school-wide updates and invites speakers to share information about their professions. Parents also are asked to participate in activities such as field trips, volunteer opportunities, PAT, and LSC. Teachers create and disseminate monthly newsletters to inform parents of classroom and school activities. Teachers use various modes of communication to maintain parent contact and reinforce a strong home-school connection. Salazar offers support to parents who do not have access to technology by allotting time to use computers in the school. Throughout the year, teachers present various strategies to train parents on student curriculum and various assessments used to monitor academic progress. Parents also learn about a variety of literacy and mathematical strategies to support their child at home.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
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: MTSS	1

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	2
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	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	Math Growth among African American students
Root Cause 1	Lack of quality Math PD and best practice sharing
Area of Critical Need 2	Math Growth among Hispanic students
Root Cause 2	Lack of quality Math PD and best practice sharing
Area of Critical Need 3	Attendance rate for African- American below 95%

Root Cause 3	Lack of parent understanding the correlation between attendance and academic performance
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Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math) According to our SQRP priority groups, we are below the 20th percentile for both priority groups.	African American		45.00	50.00
	Latinx		50.00	60.00
Vision: NWEA Growth G3-8 (Reading) According to our SQRP priority groups, we are below the 30th percentile for in Reading.	African American		55.00	60.00
	Latinx		70.00	75.00
Vision: Attendance Rate According to our SQRP, we are below 96%.	African American		95.00	96.00
	Latinx		96.00	96.50
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

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

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...	If we engage a representative MTSS team of school wide stake holders to design and lead quality professional development sessions, using current best practices and successful strategies
Then we see...	we will be able to create and implement targeted, evidenced based interventions , with a specific focus on attendance and supporting students with D's & F's in core subjects
which leads to...	By the end of SY20-21, we will achieve a 42.0 or higher on track Index score for 3rd -8th grade levels
Budget Description	
Tags	Structure for Continuous Improvement, Instruction, Balanced Assessment and Grading, MTSS, Equity: Inclusive Partnerships, MTSS: Curriculum & Instruction, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Establish a representative team of stakeholders within the school. In addition, designate a chair person responsible for reporting progress and recording next steps. Tags:Teacher Leader Development & Innovation: Distributed Leadership (Not started) Establish foundation for professional development which includes the following sub-steps Distribute roles: note taker, scheduler, leads for professional development 1) Outline dates for professional development 2)Create topics for professional development 3)Create out comes and a system of measurement 4)Decide if any external training is needed to carry out professional development 5)Outline logistical needs for each meetings including materials and staff members needed Tags:Instruction, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Facilitate professional developments, collecting data to analyze effectiveness. Data for attendance will be based on attendance prior to the professional development and implementation of strategy and then data collected after the implementation of the strategy. Data for targeted instruction will be test scores, classroom grades and teacher assessments prior to strategies gained from

	<p>the professional development, followed by collection and analysis of data after the implementation of the strategies</p> <p>Tags:Instruction, Equity: Inclusive Partnerships, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> • (Not started) Collect and analyze overall data to determine the need to adjust, remove or add any specifics to professional development calendar & professional topics, in order to analyze if interventions need to be adjusted <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems</p>
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Strategy 2

If we do...	If we create an annual curriculum planning cycle that includes bi-quarterly meetings used to establish vertical planning, transitional planning and the creation of standard instructional practices
Then we see...	we will see an increase in stakeholder engagement, the implementation of targeted and differentiated instruction, the implementation of personalized learning, and the consistency of equitable grading practices
which leads to...	by the end of SY20-21, we will see at least 75% of our students that scored below the 40th attainment percentile exceed their growth projections
Budget Description	
Tags	Curriculum, Instruction, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> • (Not started) Gather baseline data from the end of school year 2019-2020 to identify the achievement gaps . <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> • (Not started) Create and coordinate a calendar of bi-quarterly meetings for instructional planning with all teachers and necessary stakeholders, including pre-planning meetings held prior to the first day of instruction with students . <p>Tags:Leadership for Continuous Improvement</p> <ul style="list-style-type: none"> • (Not started) During pre-planning session held prior to first day of school, hold cluster meetings to review achievement gaps from previous year. In addition, hold vertical planning session between grade bands 3-5 & 6-8, to review gaps in learning with transitioning

	<p>Tags:Instruction, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Review individual student data, classroom data and cluster data. Collaborate to create personalized learning curriculum strategies, inclusive of strategies focused on achievement gaps between grade bands and transitional grades <p>Tags:Instruction, Personalized Learning: Authentic Learning, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Create review plan for first cycle of targeted interventions, include measure of progress, need for adjustment & measure of implementation with fidelity, <p>Tags:Instruction, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Implement differentiated instruction, personalized learning and targeted interventions <p>Tags:Instruction, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p>
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Strategy 3

If we do...	If we establish a teacher led attendance committee that regularly meets to analyze data, create interventions and oversee implementation and progress of interventions
Then we see...	then we will begin to see teachers have more ownership and engagement in ensuring we implement consistent, classroom based attendance interventions
which leads to...	which will lead to an average of 96% attendance rate for the school year
Budget Description	
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Establish a representative attendance committee and designate an attendance chair <p>Tags:Leadership for Continuous Improvement, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Analyze attendance data from previous school years & identify positive and negative trends

	<p>Tags:MTSS: Problem Solving Process, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) 1) Identify school wide, classroom and community/family interventions <p>Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) 2) Identify timeline for interventions, including check-in periods for monitoring success, need for adjustment, or implementation of a new strategy <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Implement attendance interventions <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (Not started) Continuous progress monitoring: 1)Track implementation of interventions with fidelity 2)Record successful interventions 3) Adjust or eliminate unsuccessful strategies 4) Brainstorm new attendance strategies <p>Tags:MTSS: Progress Monitoring</p>
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Strategy 4

If we do...	If we create a nurturing and inclusive school community, by establishing a representative committee, that incorporates student, family and staff feedback related to instruction , school wide policies and initiatives on a consistent basis
Then we see...	we will see the creation of equitable school wide initiatives , policies, and instruction. This will foster an increase in relational trust among students, staff and teachers, and an increase in student engagement
which leads to...	which leads to an increase in an overall student attendance rate from 93.5% to 95.5%, or higher, by the end of the 2020-2021 school year.
Budget Description	
Tags	Relational Trust, Family & Community Engagement
Action steps	<ul style="list-style-type: none"> (Not started) Leverage time withing existing staff meetings to specifically dedicated for staff to share feedback on school policies related to instruction, curriculum, discipline and school initiatives <p>Tags:Relational Trust</p>

	<ul style="list-style-type: none"> • (Not started) Create a school wide system available for students to learn and share feedback about school initiatives, policies and procedures <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> • (Not started) Leverage ILT members to identify plan for how to respond to student and staff feedback, as well as create implementation of relevant and appropriate tasks derived from feedback <p>Tags:Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> • (Not started) Host bi-quarterly parent and community meetings to share school wide initiatives, policies and procedures and to gather feedback from parent and community members <p>Tags:Family & Community Engagement</p> <ul style="list-style-type: none"> • (Not started) Create a survey to gather feedback related to school policies and procedures, to be distributed during established parent, community and school wide events such as report card pick up, LSC, Literacy Night, Parent Committee, etc <p>Tags:Relational Trust, Family & Community Engagement</p>
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Strategy 5

If we do...	Create a team responsible for learning and implementing Conscious Discipline strategies as a Tier 1 approach to discipline
Then we see...	a mindset shift, school wide, in the approach to discipline, teacher-student interactions and teacher- teacher interactions
which leads to...	a decline in in school suspensions from 24% to 10% or less by the end of the 2019-2020 school year
Budget Description	
Tags	MTSS, MTSS: Problem Solving Process, OSEL: Supportive and Equitable Discipline Practices
Action steps	<ul style="list-style-type: none"> • (Not started) Partner with Conscious Discipline for one or two days of school-wide PD during the beginning of the school year, and develop a plan for continued learning throughout the year. <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> • (Not started) Assemble a Conscious Discipline Action Team (CDAT) with at least 6-8 people committed to attending nine monthly, 90-minute meetings to: Review

	<p>content from each chapter, Reflect on mindsets and skills, Make personal commitments and determine action steps, and Consider ways to support implementation across the school.</p> <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> • (Not started) Divide and share responsibility among members to present chapters 1-3 (in the first month) and chapters 4-10 (one chapter per month thereafter), covering the Seven Powers and Skills for Conscious Adults. Encourage participants to sign up for a chapter at the beginning of the year. The purpose for this model is to deepen trust and collaboration among members, encourage open, honest reflection and dialogue, and focus reflections and action steps within the unique context of each school community's circumstances and needs. <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> • (Not started) As a team, discuss ways to integrate Conscious Discipline skills, rituals, and structures across the school, for staff and students, during each CDAT meeting. <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p>
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Action Plan

Strategy 1

Establish a representative team of stakeholders within the school. In addition, designate a chair person responsible for reporting progress and recording next steps.

Jun 01, 2020 to Jun 21, 2020 - Principal / Assistant Principal

Establish foundation for professional development which includes the following sub-steps
 Distribute roles: note taker, scheduler, leads for professional development 1) Outline dates for professional development 2) Create topics for professional development 3) Create outcomes and a system of measurement 4) Decide if any external training is needed to carry out professional development 5) Outline logistical needs for each meetings including materials and staff members needed

Jun 01, 2020 to Jun 21, 2021 - Chair Person, followed by person covering roles

Facilitate professional developments, collecting data to analyze effectiveness. Data for attendance will be based on attendance prior to the professional development and implementation of strategy and then data collected after the implementation of the strategy. Data for targeted instruction will be test scores, classroom grades and teacher assessments prior to strategies gained from the professional development, followed by collection and analysis of data after the implementation of the strategies

Aug 17, 2020 to Jun 21, 2021 - Lead teachers responsible for each professional development

Collect and analyze overall data to determine the need to adjust, remove or add any specifics to professional development calendar & professional topics, in order to analyze if interventions need to be adjusted

Aug 17, 2020 to Jun 21, 2021 - Professional development team

Strategy 2

Gather baseline data from the end of school year 2019-2020 to identify the achievement gaps .

Jun 14, 2020 to Jun 21, 2020 - ILT

Create and coordinate a calendar of bi-quarterly meetings for instructional planning with all teachers and necessary stakeholders, including pre-planning meetings held prior to the first day of instruction with students .

Aug 01, 2020 to Aug 24, 2020 - Principal/AP

During pre-planning session held prior to first day of school, hold cluster meetings to review achievement gaps from previous year. In addition, hold vertical planning session between grade bands 3-5 & 6-8, to review gaps in learning with transitioning

Aug 23, 2020 to Aug 28, 2020 - Teacher teams, Principal/AP

Review individual student data, classroom data and cluster data. Collaborate to create personalized learning curriculum strategies, inclusive of strategies focused on achievement gaps between grade bands and transitional grades

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

Create review plan for first cycle of targeted interventions, include measure of progress, need for adjustment & measure of implementation with fidelity,

Aug 17, 2020 to Aug 24, 2020 - Principal/AP

Implement differentiated instruction, personalized learning and targeted interventions

Aug 24, 2020 to Jun 21, 2021 - Classroom Teachers

Strategy 3

Establish a representative attendance committee and designate an attendance chair

Aug 01, 2020 to Aug 21, 2020 - Principal/AP

Analyze attendance data from previous school years & identify positive and negative trends

Aug 17, 2020 to Aug 21, 2020 - Attendance committee

1) Identify school wide, classroom and community/family interventions

Aug 24, 2020 to Aug 28, 2020 - Attendance committee

2) Identify timeline for interventions, including check-in periods for monitoring success, need for adjustment, or implementation of a new strategy

Aug 24, 2020 to Aug 28, 2020 - Attendance Chair

Implement attendance interventions

Sep 01, 2020 to Jun 21, 2021 - Teachers / Office staff for school initiatives

Continuous progress monitoring: 1)Track implementation of interventions with fidelity 2)Record successful interventions 3) Adjust or eliminate unsuccessful strategies 4) Brainstorm new attendance strategies

Sep 01, 2020 to Jun 21, 2021 - Attendance committee led by attendance committee chair

Strategy 4

Leverage time with existing staff meetings to specifically dedicated for staff to share feedback on school policies related to instruction, curriculum, discipline and school initiatives

Jun 14, 2020 to Jun 21, 2021 - Principal/AP

Create a school wide system available for students to learn and share feedback about school initiatives, policies and procedures

Jun 21, 2020 to Sep 01, 2020 - Principal/ AP

Leverage ILT members to identify plan for how to respond to student and staff feedback, as well as create implementation of relevant and appropriate tasks derived from feedback

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

Host bi-quarterly parent and community meetings to share school wide initiatives, policies and procedures and to gather feedback from parent and community members

Sep 01, 2020 to Jun 21, 2021 - Principal or principal designated team member

Create a survey to gather feedback related to school policies and procedures, to be distributed during established parent, community and school wide events such as report card pick up, LSC, Literacy Night, Parent Committee, etc

Aug 17, 2020 to Jun 21, 2021 - Principal or principal designated team member Lead teacher or staff member for event or meeting

Strategy 5

Partner with Conscious Discipline for one or two days of school-wide PD during the beginning of the school year, and develop a plan for continued learning throughout the year.

Aug 24, 2020 to Aug 25, 2020 - Principal/AP/Counselor/Lead Teacher

Assemble a Conscious Discipline Action Team (CDAT) with at least 6-8 people committed to attending nine monthly, 90-minute meetings to: Review content from each chapter, Reflect on mindsets and skills, Make personal commitments and determine action steps, and Consider ways to support implementation across the school.

Aug 24, 2020 to Aug 25, 2020 - AP/Principal

Divide and share responsibility among members to present chapters 1-3 (in the first month) and chapters 4-10 (one chapter per month thereafter), covering the Seven Powers and Skills for Conscious Adults. Encourage participants to sign up for a chapter at the beginning of the year. The purpose for this model is to deepen trust and collaboration among members, encourage open, honest reflection and dialogue, and focus reflections and action steps within the unique context of each school community's circumstances and needs.

Aug 24, 2020 to Jun 23, 2021 - CD Team Chair

As a team, discuss ways to integrate Conscious Discipline skills, rituals, and structures across the school, for staff and students, during each CDAT meeting.

Aug 24, 2020 to Jun 23, 2021 - CD Team

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.

In order to gain a comprehensive understanding of our school needs assessments, we have placed three administrative structures; a strong ILT, an Attendance, and an SEL committee. The three structures are responsible for revisiting the CIWP, analyzing NWEA results during BOY, MOY and EOY, Students On-Track Rates, Student Failure reports, Attendance reports (monthly and quarterly) as well as the needs identified during Grade Level Meetings.

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

Based on the Spring NWEA Data and BOY baseline assessments teachers will develop the Multi-Tiered Student Support plan to ensure that all students needs are addressed in all content areas. Teachers will Tier students and create Quarterly action plans that include intentional weekly intervention plans and progress monitor. Teachers will identify High Tier 1 instruction for all students and differentiate instruction using Monthly fluency snapshots, Achieve3000, Reading A-Z reports where teachers will implement intentional intervention support, small group instruction, and after-school support.

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.

We will continue leveling assessments for students K-8 using NWEA(BOY, MOY, EOY), Monthly fluency snapshots, Reading A-Z, Achieve3000, and NWEA surveys/Checklist as interim assessments. Teachers ensure to implement the non-negotiables identified for all contents; high tier 1 instruction, tiering of students, small group instruction, intentional intervention support, anchor posters, centers, gradual release, modeling, and teacher peer observations to increase the amount and quality of learning.

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

All students are provided with high tier 1 instruction and intentional targeted small group support. Tier 3 students that do not respond to progress monitoring for at least 5-6 weeks, receive additional support by auxiliary staff as well as strongly encouraged to participate in our Reading and Math enrichment program. These students also receive additional tutoring support from our community partnerships such as Buddy Readers, Walter Payton students, and By The Hand organization.

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

All current staff members are highly qualified and continue to seek advanced education degrees, national board certification, and ESL/Bilingual certification. Currently, there are eight board-certified teachers. Teacher's credentials are often reviewed to assure they are placed within the proper grade level. Any vacant positions will be filled by highly qualified teachers. The principal and leadership team will work with the Department of Human Resources and select only qualified candidates. The hiring committee will continue to participate in identifying and interviewing qualified candidates.

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

Salazar offers quality professional development (PD) driven by teacher input and needs as well as data analysis. Lead teachers are identified to facilitate PD as staff also seek professional development outside of school that will allow them to grow their craft as well as deliver high-quality instructions. The Counselor, Lead Teachers, and Bilingual teachers are always willing to lead PDs where they have expertise.

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

Parents are provided with monthly teacher workshops where teachers share effective strategies that parents can implement at home to support their child's learning at home. Open monthly LSC, and TitleI, PAC and BAC meetings are scheduled. We also schedule parent evening events such as literacy night, math, and high school meetings. All meetings and workshops are providing in English and Spanish to meet the needs of all our parent population. We hold BOY annual Back-To-School event and an Open House to enable parents to meet their child's teacher as well as to learn the year-long expectations. Finally, there is a designated parent coordinator for the purpose of directing initiatives, events, and disseminating information to school stakeholders.

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.

The PreK students spend half a day in Kindergarten as the transition program to meet the teacher and to experience a day in a Kindergarten classroom. The preschool teacher attends the second-semester grade-level meetings to adjust her scope and sequence to prepare the 4-year-old preschoolers to transition to Kindergarten.

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

Teachers vote for the school's assessment plan on a yearly bases. In addition, teachers are provided with common prep periods to analyze assessment data and brainstorm on how to address individual student's concerns. During the grade-level meetings, teachers share ideas for instructional improvement and to discuss the results of implemented practices suggested by ILT. ILT meets Bi-monthly to analyze school-wide data and determine curriculum initiatives, best practices, implementation of assessments, and identify non-negotiables to ensure that all students' needs are met.

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.

Salazar will continue to use baseline assessments and relevant school data (Spring data, BOY, MOY and EOY data to guide and modify instructional practices, determine CIWP priorities and determine best practices to meet the needs of the students. Teachers will continue to utilize formal and informal assessments in order to Tier students, differentiate instruction, and determine PD.

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.

Salazar will continue to diligently seek various community partnerships to support and extend student learning outside of the classroom.

ESSA Targeted Assistance Program

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.

As recipients of Title I, the school will involve parents by inviting them to take part in planning sessions during scheduled Title I monthly meetings. The Parent Advisory Council is also established and meets monthly to review Title 1 budget and provide feedback of the ESSA, Title 1 school parental involvement plan, and policy. The PAC parents will have the opportunity to provide input on the Title I program. Parents will also have the opportunity to receive a number of parental skills with a focus on how to help their children at home to strengthen the Home-School connection. Parents will also receive arts and crafts workshops that will provide them with skills that they can potentially teach their children at home. In the instance that the school is not accessible to parents due to COVID-19 restrictions, the parent plan will transition to an online format, and parents will continue to engage in these activities remotely.

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 school will hold the Annual PAC Committee (parent ESSA / Title I informational meeting) on September 24, 2020. The organizational meeting is scheduled for October 15, 2020. The ESSA / Title I Parent Committee will then meet on a monthly basis every third Thursday of the month. Our PAC secretary sends parents monthly announcements to invite ESSA, Title I parents, and all other parents to the monthly PAC meetings. Starting this school year, the meeting dates will be advertised on the school's social media pages alongside the school website. Parents will have full access to an itinerary of the scheduled monthly meetings. In the instance that restrictions continue to be in place and parents are unable to attend the meetings parents will be able to attend these meetings via Google Meets and engage remotely in the planned activities/lectures.

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.

Ultimately with the increase in participation of parents in the range of committees that are available to them (Title I, Bilingual Committee, or in the Local School Council) allows parents to bring in a lot of ideas, suggestions, and recommendations that can help to improve their child's overall educational experience. The biggest way the school will respond to any suggestions brought to a discussion will be to keep an open dialogue/communication between the parents and the principal. Additionally, those that participate in PAC are able to suggest any ideas they may have to the Local School Council. The PAC must make a monthly report for the Local School Council, in this report, the PAC can provide any suggestions/concerns that have been brought up by parents in the school. When the PAC sends this report the principal, the teacher representatives, community representatives, and parent representatives all have access to these suggestions. Together these individuals are able to find solutions and brainstorm ideas that can benefit the school and the students.

Another way we are able to respond to suggestions given by parents is that administrators and classroom teachers can provide parents with an overview of the Title 1 program as well as an explanation of the school's academic assessments, which measure student progress. On-going workshops are held to address the strengthening of the Home-School connection. Teachers will also share with parents the student Goal setting sheet that includes students' role and parent's commitment to supporting students to achieve goals during Parent conferences. Staff will also provide informational workshops to parents on strategies to support children in all content areas as well as training on software that children are using in the classroom and may access at home. These resources may directly address any worries that parents may have.

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.

Due to COVID-19, all reports that would typically be reported at the beginning of Fall 2020 are currently on standby since these standardized exams have been put on standby. Administration and teachers are currently waiting on updates from the Illinois Board of Education alongside the Chicago Board of Education on how these reports will be fulfilled in the upcoming months.

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.

Parents receive a notice informing them when his/her child has been assigned to or taught by, a teacher who is not highly qualified in the winter.

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.

Regular monthly PAC and Title I meetings will be held where parents will have the opportunity to provide feedback. PAC officials make the agendas for topics for these meetings based on recommendations given by parents in PAC. Parents are able to give officials feedback on the services and materials they would their child to receive during the school day or after school, which can be discussed in these meetings. Additionally, teachers are asked to provide workshops to parents regarding building level data such as NWEA Map Skills, Growth Sheets, NWEA Student Profile Reports, Achieve3000 Data, IXL Math, and Reading as well as strategies that parents can implement at home to support students, and ACCESS. The Board of Education will continue to give families updates on how testing and grading procedures may change this upcoming school year given the status of COVID-19.

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.

Our parents will consistently receive workshops to learn skills that will help them improve their children's academic achievement. Parents will be directed to visit the school's website to learn about the technology that can support student learning. In addition, parents will receive training on the importance and caution of Technology, Cyber Bullying, coping with difficult situations in life, Stress Management, and Nutrition. The parents will receive on-going communication of outside organizations and organizations will be scheduled to set up informational booths for parents during report card distribution days and other school events. Additionally, links on the school website will be provided for parents with helpful resources they can implement into their home life. There will also be parent Portal assistance, as well as the Arts & Craft year-round workshops will be scheduled monthly. Teachers will also provide workshops to parents regarding building level data such as NWEA Map Skills, Growth Sheets, NWEA Student Profile Reports, Achieve3000 Data, IXL Math, and Reading as well as strategies that parents can implement at home to support students. Finally, parents will also have access to remote learning resources and have full instruction on how to implement sites like Google Classroom, Google Meets, Dojo, and other online forums available to students. These resources will help to inform parents on how to implement online learning when necessary in a home environment.

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 will receive an overview of the important role that parents play in the contribution and support of student's learning on one of the three teachers in-service days. Throughout the year, staff will also learn and collaborate on strategies to recruit parent participation in field-trips, classroom support, and other school events, such as Reading Night, Math Night, and Field Day. All information provided to parents will be sent out in Spanish and English to ensure parent understanding. Parents will also be updated on the school's social media platforms, the school website, and monthly newsletters. In the process of identifying an LSC member to serve as a classroom representative to contact and/or reach out to parents. The principal will revamp the "Coffee with the Principal" the last Thursday of every month.

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.

Starting next school year the school will be implementing the Dual Language program students; this is a pipeline program that parents will have the option to enroll their student. Participating in the Dual Language program will allow students to graduate as bilingual students when they graduate from 8th grade. Additionally, the school provides a variety of activities such as monthly parent meetings, monthly teacher newsletters, workshops, and conferences to have parents become involved in the educational, emotional, and social aspects of their children's learning process. The events scheduled yearly are Open House, Reading Night, High School Parent Night, Attendance meetings, committees (Title I, Bilingual Advisory Committee, and LSC. The parents also receive informational flyers in Spanish and English regarding other programs or resources available to support their child's learning. We continue to have teachers communicate via telephone calls, Google Meets, and emails to keep parents abreast of behavior situations.

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.

Our school will continue to nurture on-going parent communication via phone, parent meetings, newsletters, student agendas, school's web site, and emails throughout the year. We have also begun to heavily implement Google Classroom and Google Meets where teachers are accessible to any questions students/parents may have. Some teachers also use the application Class Dojo where there are frequent updates on assignments/due dates. The school will also continue to provide all information to parents in comprehensive language and format as well as in English and Spanish.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic

achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Ruben Salazar will create a nurturing learning environment which meets all students' needs through active engagement with culture, language, and diversity. Ruben Salazar will provide a rigorous program that develops students' academic language skills in English across content areas while contributing to their Spanish language skills by involving all school personnel, parents, and members of the wider community as partners.

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

The school will hold the following parent-teacher conferences: There will be the parent orientation scheduled for Thursday, August 27, 2020 for Prekindergarten & Kindergarten and Thursday, September 17, 2020 for 1st- 8th gr. where parents will be informed about what their child will be expected to learn and the teachers' expectations. We will also have Parent-Teacher conferences on November 18, 2020, and April 21, 2021. Other Teacher-Parent conferences will be scheduled as needed by teachers or parents. We will schedule parent conferences as needed with any new enrolling parents to stress our high standards when it comes to attendance/tardies, uniform policy, and Spanish program. Finally, we will have a dual-language meeting during the academic school year.

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

The parents will receive reports on their child's progress in the following manner: progress reports during the 5th week of every marking period and report cards in November, February, April, & June. We are still unsure of how standardized test results will be reported this upcoming year due to COVID-19 how these reports will be presented is pending the Board of Education's decision. Teachers will also have on-going parent conferences to inform parents about discipline, academic concerns, and expectations on a needs basis. Additionally, eighth-grade parents will be invited in October to a parent informational night where promotional policies as well as criteria for eighth-grade trips/activities will be distributed and discussed.

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

The parents will receive access to staff during Parent Open House, through Parent Portal, and staff emails. Parents will also find a protocol to access teachers in the student's agenda. Parents will learn that access to teachers is per parent request before and after school appointments. Teachers may provide parents with their web site information and /or cell numbers. Many teachers have implemented the use of the app Remind, Class Dojo, and Google Classroom to communicate with parents about homework, special events, updates on student behavior updates, and reminders.

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 encouraged to make themselves available to individual teachers as volunteers for their child's class. Interested parents are asked to complete volunteer forms at the cps parent portal and submit online for processing. Opportunities for volunteering may include: assisting with student projects, participating in field trips, helping to set up classroom displays, literacy support opportunities, such as tutoring or reading to small groups, assisting in special school events and extra-curricular activities. Parents are also asked to come and shadow their children for a day.

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

The parents will support their children's learning by making sure that their child is in school every day, making sure that their child complies with the uniform policy, making sure that homework is completed, and by fostering an environment at home in which the child has many opportunities to read and practice Math fluency daily. Parents are also asked to participate as appropriate, in decisions relating to their child's education and to seek outside resources to support the academics, the social-emotional of the child, as well as extra-curricular opportunities such as sports and the Fine Arts.

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

The parents will share the responsibility for improved student academic achievement by striving for perfect attendance and punctuality, by ensuring that their child is completing their homework daily, and by being available when teachers are reaching out to them. Parents will be asked to comply with all classroom and school requirements such as complying with school uniform policy, reading daily, participating in sports programs, and activities. Parents are asked to work with the teachers and parents to seek and participate in extra-curricular activities such as sports, tutoring, or Fine Arts programs. Parents will also be given their NWEA goals and conference with teachers to establish a plan that will allow students to meet and/or exceed their individual targeted goals. Teachers are also incorporating the use of rubrics to encourage parents to understand expectations. Parents will assist the Parent Orientation Night, both Parent Report Card Conferences, and mandated Attendance meetings to understand their child's progress and the importance that parent participation plays on student's learning.

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).

The students will share the responsibility for improved student academic achievement by striving for perfect attendance and punctuality, by coming to school with a positive attitude, by completing their homework daily, by respecting all adults in the building, by respecting each other on school grounds, and by asking for help when needed. Students will be asked to complete all classroom and school requirements such as complying with school uniform policy, reading daily, having a positive attitude, showing empathy, participating in sports programs and activities. Students are asked to work with the teachers and parents to seek and participate in extra-curricular activities such as sports, tutoring, or Fine Arts programs. Students will also be given their NWEA goals and conference with teachers to establish a plan that will allow them to meet and/or exceed their individual targeted goals. Lastly, students will learn and/or strengthen their self-discipline and self-control.

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.

The parent committee will identify the timeline and training topics aligned to the CIWP goals and priorities.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$875.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$270.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$500.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$300.00

