Emiliano Zapata Elementary Academy 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	All teachers, SECAs, and Instructional Aides	CIWP Kick-Off and SEF Self-Evaluation
03/04/2020	All teachers	Framework Priorities & Goals
04/24/2020	The CIWP Team	Identify areas of critical needs and strategies.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change

- o 4 Make ?safe practice? an integral part of professional learning
- o 3 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**:
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 2 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 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
  - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**:
- 3 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)

- o **Evidence**: Unit plans, Weekly lesson plans, Formal and informal observation evidence, student work
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)

- o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Question on SAM, MTSS Guide
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum

- o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Family & Community Engagement

- 3 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
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- 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
- 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- **Evidence**:

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) This metric was selected as a result of Diverse Learners being at the 34th percentile in mathematics during the 2018-2019 school year.	Students with IEPs		36.00	40.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) After an analysis of data from the 2018-2019 & 2019-2020 school year, reading attainment for 3-8 grades increased slightly from the 64th percentile to 66th percentile. This is of concern since there was only a 2% increase in reading attainment for 3-8 grade students.	Overall		68.00	70.00
SQRP: National School Attainment Percentile - Math (Grade 2)	Overall		48.00	50.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
In the 2018-2019 to the 2019-2020 school year, students in 2nd grade mathematics as measured through NWEA attainment showed a slight decrease from the 47th percentile to the 46th percentile. Indicating a regression of 1 percentile in this category.				
SQRP: % of Students Making Sufficient Annual Progress on ACCESS As analyzed through the 2019-2020 SQRP, only 36.7% of ELLs in the bilingual program demonstrated adequate progress on the ACCESS assessment.	EL		38.00	40.00
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey In terms of collaborative practices, only 42% of teachers believed that they were able to observe each others' practice and work together to review assessment data and develop instructional strategies. In addition, only 52% of teachers felt that they were supportive and respectful of one another, personally and professionally. The goal is to increase the overall Collaborative Teachers essential rating from 59% neutral toward a rating of strong.				62.00	65.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Develop, update and share a menu of academic and SEL interventions that clearly outline supports, resources, systems and structures for Tier 1, Tier 2, & Tier 3
Then we see...	A consistent formal process (accessible/resource) for all teachers to refer students or provide interventions to support students with academic and social emotional learning.
which leads to...	Increase of ease and implementation of intervention strategies. Decrease of students at Tier 2 and Tier 3.
Budget Description	
Tags	MTSS, MTSS: Shared Leadership
Action steps	• (Not started) Compile research-based interventions for academic and SEL Tags:MTSS, MTSS: Shared Leadership • (Not started) Share menu of interventions with grade level teams to acquire feedback and continue to increase toolkit Tags:MTSS, MTSS: Shared Leadership • (Not started) Share the progress or lack of progress by students with General Education Teachers using all the data that is collected during interventions. Tags:MTSS, MTSS: Shared Leadership • (Not started) Review and re-assess feedback whether the Menu of Interventions is viable in the classroom setting Tags:MTSS, MTSS: Shared Leadership • (Not started) Determine next steps to exit students from interventions with transitioning Tiers of MTSS progress towards the menu of Interventions used Tags:MTSS, MTSS: Shared Leadership

Strategy 2

If we do...	Engage teachers and intervention providers in using the problem solving process to identify root causes by using student data (qualitative and quantitative) and by scheduling weekly meetings with stakeholders using interventions
Then we see...	Students receiving appropriate interventions that directly address the area(s) of concern. All stakeholders will have a common understanding of students needs- will be helpful if this student is referred for services. Consistency and constant communication between teachers and intervention providers

which leads to...	Decrease of students at Tier 2 and Tier 3. Teachers will then have progress monitoring data to refer students, and to frequently monitor students academic and social emotional progress.
Budget Description	
Tags	MTSS, MTSS: Problem Solving Process
Action steps	• (Not started) Share the problem solving process (PSP) with staff and model the process with grade level teams Tags:MTSS, MTSS: Problem Solving Process • (Not started) Identify and share data points with staff that will be used as a baseline for Tiers and interventions. Tags:MTSS, MTSS: Problem Solving Process • (Not started) Identify areas in need of intervention and provide consistent instruction Tags:MTSS, MTSS: Problem Solving Process • (Not started) MTSS team and teachers will consistently review student progress to address and develop further action steps that will meet the needs of the student Tags:MTSS, MTSS: Problem Solving Process • (Not started) Create a schedule to meet with staff/teachers to engage in PSP when identifying specific root causes (academic & SEL) for student performance Tags:MTSS, MTSS: Problem Solving Process

Strategy 3

If we do...	Clearly define, update and share the method, duration, frequency, and measures for progress monitoring both academic and SEL interventions.
Then we see...	An increase of teachers engaging in the MTSS process with fidelity. Teachers consulting with colleagues for best practices in interventions for Academic and SEL. Teachers consistently providing interventions for a determined time.
which leads to...	Increase of teacher knowledge on how to collect data, when to share data with the MTSS team, and measure student progress in both academic and SEL interventions.
Budget Description	

Tags	MTSS, MTSS: Progress Monitoring
Action steps	• (Not started) Create and abide by a check-in schedule for teachers and other intervention providers-- check in on progress, frequency and method (hold each other accountable) Tags:MTSS, MTSS: Progress Monitoring • (Not started) Create attainable intervention frequency time schedule that aligns with classroom instructional time Tags:MTSS, MTSS: Progress Monitoring • (Not started) Collaborate on the use scientific based methods/interventions to support and measure the progress Tags:MTSS, MTSS: Progress Monitoring • (Not started) Consult with Related Services Providers to identify supports Tags:

Action Plan

Strategy 1

Compile research-based interventions for academic and SEL

Sep 07, 2020 to Sep 25, 2020 - MTSS Team

Share menu of interventions with grade level teams to acquire feedback and continue to increase toolkit

Nov 06, 2020 to Nov 06, 2020 - MTSS Team & All teachers

Share the progress or lack of progress by students with General Education Teachers using all the data that is collected during interventions.

Sep 28, 2020 to Jun 04, 2021 - MTSS Team & All teachers

Review and re-assess feedback whether the Menu of Interventions is viable in the classroom setting

Sep 28, 2020 to Jun 04, 2021 - MTSS Team & All teachers

Determine next steps to exit students from interventions with transitioning Tiers of MTSS progress towards the menu of Interventions used

Sep 28, 2020 to Jun 11, 2021 - MTSS Team & All teachers

Strategy 2

Share the problem solving process (PSP) with staff and model the process with grade level teams

Sep 14, 2020 to Sep 25, 2020 - MTSS Team

Identify and share data points with staff that will be used as a baseline for Tiers and interventions.

Sep 14, 2020 to Oct 23, 2020 - MTSS Team & All teachers

Identify areas in need of intervention and provide consistent instruction

Sep 14, 2020 to Jun 11, 2021 - MTSS Team & All teachers

MTSS team and teachers will consistently review student progress to address and develop further action steps that will meet the needs of the student

Sep 14, 2020 to Jun 11, 2021 - MTSS Team & All teachers

Create a schedule to meet with staff/teachers to engage in PSP when identifying specific root causes (academic & SEL) for student performance

Sep 14, 2020 to Jun 11, 2021 - MTSS Team & All teachers

Strategy 3

Create and abide by a check-in schedule for teachers and other intervention providers-- check in on progress, frequency and method (hold each other accountable)

Sep 14, 2020 to Jun 11, 2021 - MTSS Team & All teachers

Create attainable intervention frequency time schedule that aligns with classroom instructional time

Sep 07, 2020 to Sep 30, 2020 - MTSS Team & All teachers

Collaborate on the use scientific based methods/interventions to support and measure the progress

Sep 07, 2020 to Jun 11, 2021 - MTSS Team & All teachers

Consult with Related Services Providers to identify supports

Sep 07, 2020 to Jun 11, 2021 - MTSS Team & All teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

The school annually reviews 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.

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

By doing their best to achieve excellence in academics, taking care of books and all school equipment, treating every adult and fellow students with courtesy
and respect, and ensuring that parents receive all school communication. Students agree to a compact to come to school daily, on time and will wear their uniform daily.

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.

High-quality curriculum and instruction will be provided by enhancing learning by applying a variety of ideas and strategies to promote active learning and
thinking. All students, including those with special needs and English Language Learners, will be encouraged to become decision-makers and recognize
learning a life-long pursuit. Our students will be in an environment in which they will learn to value education with the collaboration of staff, parents and the
community. Through this collaboration we will create a partnership to ensure that all students are successful and productive members able to achieve their
goals in global society.

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).

This is accomplished by sending the PARCC parent reports and Spring NWEA reports. Parents are informed via NWEA reports sent home that indicate the
child's RIT score, growth and target RIT for EOY NWEA. Parent meetings will be held to inform parents further about the meaning of the reports and how to
best help their child at home. Parents will be informed if their child will receive intervention during non-core instructional times and whether he/she will
participate in extended day activities.

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

At Zapata we have high quality curriculum that is useful in attracting high quality teachers. These programs include teachers college reading and writing workshop, Amplify science, everyday Math. We also have outstanding coaches that provide excellent PD to improve teaching of these programs in the classroom.

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.

High-quality curriculum and instruction will be provided by enhancing learning by applying a variety of ideas and strategies to promote active learning and
thinking. All students, including those with special needs and English Language Learners, will be encouraged to become decision-makers and recognize
learning a life-long pursuit. Our students will be in an environment in which they will learn to value education with the collaboration of staff, parents and the
community. Through this collaboration we will create a partnership to ensure that all students are successful and productive members able to achieve their
goals in global society.

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

This will be accomplished through a variety of support systems for parents through the Local School council, ESSA Parent Advisory Council, and the Bilingual
Advisory Council.

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.

Monthly meetings are scheduled with the Office of Early Childhood and also the Head Start child development program where numerous topics are discussed
such as Child Growth, Stress Management, and Parenting Skills.

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 are included in every decisions in regards to the use of academic assessments. Teacher input is considered in the determination of what curriculum is going to be used for the following school year.

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.

We have after school programs that work with specific deficiencies or needs that students may have. The students are picked based on their NWEA scores and other factors.

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.

Monthly meetings are scheduled with the Office of Early Childhood and also the Head Start child development program where numerous topics are discussed
such as Child Growth, Stress Management, and Parenting Skills.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

This will be accomplished through a variety of support systems for parents through the Local School council, ESSA Parent Advisory Council, and the Bilingual Advisory Counsel.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school

PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Parents will meet for the annual Principal meeting and organizational meeting on October 16, 2020 and on October 16, 2020 to review the Title I
guidelines and what their expected involvement may be. Parents will nominate and vote for the ESSA officers for the 2020-2021 school year. Parents will
then set a calendar for monthly meetings for PAC at a time and place conducive to all parents present. The date for the ESSA meetings will be set at this
time when all parents will be informed of the dates. These monthly ESSA meetings will initiate with minutes of the past meeting and to introduce calendar
items for all parents that pertain to them and their children. Formal notice of the monthly meetings will be written on the monthly school calendar.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The response to any suggestions is done at the monthly ESSA meetings. Opportunities are provided for parents to attend monthly ESSA meetings
and bi-monthly BAC meetings to allow parents to provide suggestions for their child's education and progress.

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.

This is accomplished by sending the PARCC parent reports and Spring NWEA reports. Parents are informed via NWEA reports sent home that indicate the
child's RIT score, growth and target RIT for EOY NWEA. Parent meetings will be held to inform parents further about the meaning of the reports and how to
best help their child at home. Parents will be informed if their child will receive intervention during non-core instructional times and whether he/she will
participate in extended day activities.

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.

Notices are sent home with the students explaining to the parents of the qualification of their child's teacher and their rights to change their child to a room
with a highly qualified teacher.

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.

This is accomplished by providing the parents with an explanation of the Illinois Learning Standards, which are the guidelines on what should be taught in
every classroom at different grades. Also parents are informed of their child's progress every five weeks. We also provide continual information to parents
during Open House in August, Family Reading Night in September, and during Report Card Pick-Up days.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents with limited Proficiency in English are given the opportunity during the after school program to attend classes in addition to classes offered at the
local high school. Computer classes to help parents get more involved in their child's education are offered either onsite or through Little Village Community Counsel

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.

This will be accomplished at parent-teacher conferences in which student achievement is discussed and suggestions on how to get involved in their child's
education are given by the teacher. Zapata teaching staff conduct parent meetings early in the school year to guide parents on how to best help their child at
home. Zapata staff are advised to keep an open communication with all parents during the school year via phone calls and email. Workshops are provided to
staff throughout the school year at monthly meetings to discuss the needs of the parents in helping to foster good homework practices at home.

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.

Monthly meetings are scheduled with the Office of Early Childhood and also the Head Start child development program where numerous topics are discussed
such as Child Growth, Stress Management, and Parenting Skills.

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.

Information related to the school, parent programs, and other activities is sent home in English and Spanish. We also have all information posted in the
monthly calendar which goes out at the beginning of the month, in addition to the agendas posted on the main doors prior to parent meetings.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] ** In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs. **
[X] ** The school will coordinate the parent and family engagement programs identified in the CIWP. **
[X] ** The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary. **
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)   n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)   High-quality curriculum and instruction will be provided by enhancing learning by applying a variety of ideas and strategies to promote active learning and   thinking. All students, including those with special needs and English Language Learners, will be encouraged to become decision-makers and recognize   learning a life-long pursuit. Our students will be in an environment in which they will learn to value education with the collaboration of staff, parents and the   community. Through this collaboration we will create a partnership to ensure that all students are successful and productive members able to achieve their   goals in global society.
The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.   Open House is conducted annually before the start of classes in August to inform parents of conference opportunities. Report Card Pick-Up will be held on   November 18, 2020 and April 14, 2021.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.   Parents are informed of their child's academic progress every five weeks. Student planners are provided to every child in order to maintain communication   with the parent and so that parents can monitor their child's academic progress.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Parents will be able to speak to teachers daily at 7:30am, when given advance notice to the teacher. Daily opportunities are also provided after school hours.
Teachers will provide their email to parents per requests, as well as the voice mail messaging service. Teachers will initiate conferences with parents as
needed in addition to the formal conferences during report card pick-up days.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents will have the opportunity to volunteer and participate in their child's classroom activities as long as they are in compliance with CPS policies for
volunteers. Volunteers are given the opportunity to participate in field trips and to help in the classroom and for school-wide assemblies.

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

The parents will assist learning by making sure that the children come to school with all the materials they will need in order for learning to happen. They will
make sure that daily homework is completed to the best of the students' ability. Parents will also provide a quiet atmosphere in order for the students' to
complete assignments at home.

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

By being involved in all parent related activities and by volunteering time to help in the classroom to help with educational activities. Parents have the
opportunity to participate on the ESSA, BAC, LSC, and other committee meetings.

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

By doing their best to achieve excellence in academics, taking care of books and all school equipment, treating every adult and fellow students with courtesy
and respect, and ensuring that parents receive all school communication. Students agree to a compact to come to school daily, on time and will wear their uniform daily.

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.

Goals will include parent training specific to different grade levels to support conversations about books to motivate students to be readers and writers.
Additional training will include concerns that need to be addressed for SEL and how to support students at every level of development. Parents have

requested training and information about understanding grading and how standards-based grading will differ from the current letter grade system. Topics
that address bullying, social media, and transitions to high school will continue to be some of the expected training goals

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$2409.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$600.00
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)	$1500.00
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.	$200.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00

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