Elizabeth H Sutherland Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic

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

- 4 - Leadership for Continuous Improvement
    - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: PD agenda, ILT planning meetings, Principal Reports for LSC, school wide committees - writing initiative, PAWS, Equity committee
- 4 - Structure for Continuous Improvement
    - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 4 Design professional learning (PL) to achieve school-wide improvement goals
    - o 3 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 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 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)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: School implemented multiple improvement initiatves in this area during 18/19. Equity committee and PAWS provide teacher-led initiatives.

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 4 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 4 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**: School wide initiatives, CIWP and budget (book purchases), Equity committee, mapping workshops and teacher PD
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 4 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 4 Provide students frequent, informative feedback
  - o 4 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 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)
  - o **Evidence**: Lesson plans, school wide initiatives, REACH evaluations, ILT input, team meetings
- 4 - 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 3 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 4 Utilize assessments that measure the development of academic language for English learners
  - o 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

- o 4 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**: Assessment and grading has been a continual item and a previous CIWP priority. MYP has set assessments and are most advanced in standarized assessment for the program. Alignment is occurred in school wide alignment and curriculum planning meetings
- 4 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 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)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 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)
  - o 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)
  - o 4 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 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 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 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 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)
  - o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)

- o 3 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 4 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 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)
- 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 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 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)
- o 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)
- o **Evidence**: MTSS has been a huge scheduling and curriculum initiative this year. Students are targeted and scheduled with MTSS provider in order to ensure that students are reaching appropriate achievement level.
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 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**: Access for all students has been a huge push at Sutherland as well as seeking creative opportunities to ensure student success for individual children. CSI grant is being used to create classes for students who need additional help and who struggle to get to school on time.

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 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 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Much work has been done with team building and growing relationships throughout the school. Equity training, teacher created curriculum and teacher driven SEL programming are examples of the school's efforts to build important buy in and respect between teachers, parents and students.
- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 4 Engage with their community
  - o 4 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: Structured student voice is something that the school needs to build. Opportunitites for student impact on school policy are always taken into account and informal and on-demand meetings are taken to ensure students are heard. However, there is a need for structured council and student voice at Sutherland.
- 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 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Safe climate and equity protocols are an important element in our school culture and development. MTSS committee, equity committee and PAWS committee as well as teacher created protocols to avoid bias in addressing student needs and instruction have been put into place.
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 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 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Protocols put into action are evidenced by a dramatic drop in OSS as well as escalated misconducts. School has shifted to after school yoga detention as well as restorative protocols.
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 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)
- o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 4 Partner equitably with parents speaking languages other than English
- o 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)
- o **Evidence**: Outreach is abundant and open door policy permits teachers, families and students to maintain a voice.

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**4**

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	Curriculum - developing universal scope and sequence in all subjects
Root Cause 1	1: Network learning walk revealed student reluctance and lack of clarity of the "why" of each lesson or current learning. 2: Lack of knowledge of NGSS and new State Social Studies standards. 3. Some students are responding well to the restorative protocols but those that escalate continue to do so.
Area of Critical Need 2	Physical and Emotional Safety - Safe climate and equity protocols
Root Cause 2	1: Multiple incidents requiring equity responsiveness emerged this year, bringing to the surface important awareness of the need for families, teachers and students to feel supported in a culture of equity and inclusion. 2: School response to public feedback over a viral assignment was called for once concerns over implicit bias were called into question. 3. School has attempted equity initiative by internally developing professional development and training for staff and teachers. These structures were not sufficient to address public concerns regarding cultural responsiveness. 4. 3rd party consultant guided school in focus group interviews which revealed historical generational concerns about racism in the

	community and how that is perceived in current school actions.
Area of Critical Need 3	Instruction - increasing rigor, deepening understanding
Root Cause 3	1: Artifact analysis of writing curriculum revealed lack of student ability to expand on ideas and provide deeper thinking on topic writing. 2: Aritfact analysis of writing curriculum revealed lack of consistency or building from one grade level to another in terms of expectations for writing assignments, process from grade to grade and final product consistency. 3: Teachers and staff experience a positive return on a portion of students responding to Tier 1 interventions. Tier 2 and Tier 3 have no clear definition and need to be clarified and as exacting as the responsive actions.
Area of Critical Need 4	Responsive discipline - ensure that restorative protocols are followed, revisited and applied. Address escalating consequences and provide guidance and support for teachers and students
Root Cause 4	1:Steps have been taken to ensure that school protocols are aligned with equitable treatment of students but not applied with fidelity. 2: Parent feedback communicates that some teacher communication regarding student behavior is perceived as critical and not responsive.. 3. Yoga "detention" has yielded some progress with student behaviors, but school needs to draw clearer expectations for student behaviors and ensure that the environment supports restoration.

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
	Overall		60.00	70.00

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 (Reading) We have increased rigor in writing and are remapping our entire curriculum due to the lack in growth this past year. Our overall goal is to not only reach attainment, but to experience growth in all student groups.	African American		60.00	70.00
Vision: NWEA Growth G3-8 (Math) Although our math growth was more impactful than our reading growth, we still need to reach more growth through targeted instruction and data analysis for small group instruction in math. Our goal is to raise the bar so that rather than 1 algebra class in 8th grade, we have have two because enough students qualify.	Overall		65.00	70.00
	African American		63.00	67.00
Vision: Attendance Rate This year attendance has dropped partially due to a very bad flu but our chronic absentees have resurfaced again and are not meeting attendance expectations. We are working school wide to ensure that all students make it to school on time and every day.	Overall		97.00	97.00
	FRL Eligible		96.00	97.00
(Blank)				
(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 Our goal is to raise our student trust factor to light green this next year. Students have been relatively supportive and collaborative with staff and we have implemented more opportunities for student voice and leadership in order to ensure that our children feel as though their voice matters.				90.00	90.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Additionally, we wish to raise the safety factor to light green as well. Overall, we hope to wipe out our "norm" ratings by achieving a stronger safe environment for our students.					

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...	review and identify curricula and methodologies that ensure access for all students
Then we see...	an increased engagement in student learning, sense of belonging and rigor through differentiation
which leads to...	improved academic and social outcomes.
Budget Description	Small classroom sizes wherever possible, high quality experienced hires, keeping a mindful eye on networking for diversity (staffing); investment in planning time for teachers over the summer to develop equitable curriculum with multiple avenues to access; equity training; extensive use of teacher development of honing and growing ELA/writing initiative
Tags	Equity: Targeted Universalism, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Personalized Learning: Tailored Learning/Differentiation
Action steps	(Not started) Grade level teams will collaborate and review old units and resources to identify culturally responsive materials to add to school wide mentor text lists and SJS unit folders Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Teacher Leader Development & Innovation: Teacher Teams (Not started) Teachers will analyze and implement SJS anchor standards and target objectives for integration and, with fidelity, implement the ADL (Anti-Bias) curriculum weekly.

	Tags:Equity: Targeted Universalism, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
	• (Not started) Seek funds for professional development around bias and personal internal work necessary for culturally responsive teaching (A World of Difference). Internal and external funding and grants will be sought by Equity team. Tags:Instruction, Budget & Grants • (Not started) Teachers will look for opportunities to implement SJS across the curriculum. Tags:Curriculum, Instruction • (Not started) School will establish a scope and sequence for science instruction aligned with NGSS and CPS sequence. Tags:Curriculum, Science: Curriculum • (Not started) Given a lack of basal texts, 3-5 team will determine their resources and materials in order to adequately address balanced literacy instruction in the middle years in order to become more aligned to bridge between primary and IB. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps • (Not started) Teachers will follow school wide writing initiative focusing on personal narrative, opinion, expository, poetry. Tags:Literacy: Key Practice #3-Frequent Process-based Writing • (Not started) School will supply teachers with mentor texts and other culturally responsive materials to accompany the ADL curriculum. Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources • (Not started) Seek support from outside consultants and CPS resources to help grow teacher capacity in differentiation in math. Tags:Curriculum

Strategy 2

If we do...	establish avenues to allow diverse voices from our stakeholders to impact our school direction
Then we see...	a stronger investment by our community in our school

which leads to...	a more cohesive community based in trust and responsiveness to student and community need.
Budget Description	Consultant for cultural sensitivity; seeking diversity in upcoming staffing decisions (HR); advanced budgeting to have a high quality, diverse talent pool; after school pay for teachers and committees to develop diversity sensitive programs that respond to the complex needs of our community
Tags	Supportive and Equitable Approaches to Discipline, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OSCPA: Social/Emotional Support
Action steps	• (Not started) Utilize a "Tapestry" committee with parent, community and staff members providing voices to help shape school policy and programming - quarterly feedback Tags:Equity: Inclusive Partnerships, Equity: Resource Equity, Equity: Targeted Universalism, Literacy: Key Practice #1-Abundant Reading of Diverse Texts • (Not started) Establish use of a "check point" for teams to discuss cultural sensitivity in curriculum and approaches to family engagement regarding school wide initiatives and curriculum Tags:Curriculum, OSEL: Supportive School Environment • (Not started) Use existing protocols to build upon for development of additional guidelines for student and parent interactions that reflect cultural sensitivity and responsiveness Tags:FACE2: Parent Engagement, OSCPA: Social/Emotional Support • (Not started) Use of quarterly walkthroughs (non evaluative) to gauge implementation fidelity of culturally responsive practices and to gain a better understanding of the landscape of our school culture. Additionally, coaching will be implemented as a responsive approach to addressing practice growth. Tags:Equity: Fair Policie sand Systems, Equity: Liberatory Thinking

Strategy 3

If we do...	Provide adequate training and supportive structures for culturally responsive student behavior and family engagement around behavior
Then we see...	more trusting relationships between students, families and teachers
which leads to...	reduced behavior concerns and more community trust
Budget Description	Equity consultant for planning and training; clear norms for discussions of race and "policing" of adherence to school and district policy; stronger focus on student voice and leadership

Tags	Student Voice, Engagement, and Civic Life, Supportive and Equitable Approaches to Discipline, Equity: Fair Policie sand Systems, Equity: Inclusive Partnerships
Action steps	• (Not started) Work with OSEL to implement behavior deescalation strategies that are responsive and corrective. Tags:Supportive and Equitable Approaches to Discipline • (Not started) Provide more training and supports for Calm Classroom and Calming Corners to ensure consistency and cultural expectations within the school. Tags:FACE2: Parent Engagement, OSCPA: Social/Emotional Support • (Not started) Establish avenue for student voice and feedback such as Student Council or Student Voice Committee to ensure that students are active participants in peer support with behavior and restoration. Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment

Strategy 4

If we do...	utilize stakeholder feedback to ensure that school curriculum provides ample avenues of access for all students
Then we see...	a broader representation of students engaging in advanced learning opportunities
which leads to...	a culture of more equitable achievement in all priority student groups
Budget Description	Budgeting to ensure that teacher input on resources are able to be addressed, work with consultant to develop framework to examine responsiveness to community needs
Tags	Curriculum, Equity: Targeted Universalism
Action steps	• (Not started) Schedule summer planning and after school planning during SY21 for curriculum writing and ELA alignment. Tags:Curriculum, Equity: Resource Equity • (Not started) Utilize curriculum insight committee to ensure that the school is responsive to diverse student needs (Tapestry) Tags:Assessment: Curriculum Equity Initiative, Equity: Targeted Universalism • (Not started) Collaborate with Math staff to ensure that curriculum is preparing as many students as possible for possible admission into Algebra program.

	Tags:Equity: Resource Equity, Math: Curriculum

Strategy 5

If we do...	Intentional integration of Social Justice Standards across the curriculum.
Then we see...	students empowered with a sense of cultural identity and appreciate for diversity
which leads to...	an ability to manage globally and a sense of self worth and identity so they can navigate 21st century learning goals
Budget Description	Team planning time with Social Justice Standards, ADL curriculum, diversity in classroom libraries learning resources, Second Step materials, CASEL competencies, self reflection (management tools)
Tags	Curriculum, Equity: Resource Equity, OSEL: SEL Instruction
Action steps	• (Not started) Quarterly SJS and SEL goals integrated across curriculum. Tags:Curriculum, CBE: SEL Integration • (Not started) Work to develop student reflection tools to support ownership of student academic and social learning (see MYP ATL) Tags:Equity: Liberatory Thinking, OSEL: SEL Instruction

Action Plan

Strategy 1

Grade level teams will collaborate and review old units and resources to identify culturally responsive materials to add to school wide mentor text lists and SJS unit folders

Apr 27, 2020 to Oct 05, 2020 - AP, Principal, teacher teams, equity team

Teachers will analyze and implement SJS anchor standards and target objectives for integration and, with fidelity, implement the ADL (Anti-Bias) curriculum weekly.

Jun 18, 2020 to Nov 18, 2020 - AP, Principal, ILT, teacher teams, Equity team

Seek funds for professional development around bias and personal internal work necessary for culturally responsive teaching (A World of Difference). Internal and external funding and grants will be sought by Equity team.

Jun 30, 2020 to Dec 21, 2020 - ILT, equity team.

Teachers will look for opportunities to implement SJS across the curriculum.

Jun 30, 2020 to Nov 16, 2020 - ILT, teacher teams

School will establish a scope and sequence for science instruction aligned with NGSS and CPS sequence.

Jun 15, 2020 to Oct 01, 2020 - Teacher teams ILT Admin

Given a lack of basal texts, 3-5 team will determine their resources and materials in order to adequately address balanced literacy instruction in the middle years in order to become more aligned to bridge between primary and IB.

Sep 07, 2020 to Oct 16, 2020 - Teacher Teams ILT Admin

Teachers will follow school wide writing initiative focusing on personal narrative, opinion, expository, poetry.

Sep 01, 2020 to Jun 22, 2021 - ILT Teacher Teams Admin

School will supply teachers with mentor texts and other culturally responsive materials to accompany the ADL curriculum.

- ILT, Equity team, teacher teams

Seek support from outside consultants and CPS resources to help grow teacher capacity in differentiation in math.

- ILT, Equity

Strategy 2

Utilize a "Tapestry" committee with parent, community and staff members providing voices to help shape school policy and programming - quarterly feedback

May 28, 2020 to Nov 25, 2020 - Consultant; AP, Principal, ILT, LSC

Establish use of a "check point" for teams to discuss cultural sensitivity in curriculum and approaches to family engagement regarding school wide initiatives and curriculum

May 27, 2020 to Sep 30, 2020 - Consultant, Tapestry Committee, AP, Principal, ILT

Use existing protocols to build upon for development of additional guidelines for student and parent interactions that reflect cultural sensitivity and responsiveness

Sep 01, 2020 to Sep 01, 2020 - Consultant, Tapestry, AP, Principal, ILT

Use of quarterly walkthroughs (non evaluative) to gauge implementation fidelity of culturally responsive practices and to gain a better understanding of the landscape of our school culture. Additionally, coaching will be implemented as a responsive approach to addressing practice growth.

Sep 01, 2020 to Jun 22, 2021 - Consultant, Admin, Equity

Strategy 3

Work with OSEL to implement behavior deescalation strategies that are responsive and corrective.

Sep 02, 2020 to Nov 18, 2020 - Teacher teams, OSEL (Patty Johnson), Counselor

Provide more training and supports for Calm Classroom and Calming Corners to ensure consistency and cultural expectations within the school.

Aug 24, 2020 to Dec 21, 2020 - ILT Admin Counselor OSEL

Establish avenue for student voice and feedback such as Student Council or Student Voice Committee to ensure that students are active participants in peer support with behavior and restoration.

Aug 24, 2020 to Jun 22, 2021 - Counselor OSEL (Patty Johnson) Admin

Strategy 4

Schedule summer planning and after school planning during SY21 for curriculum writing and ELA alignment.

Jun 22, 2020 to Aug 24, 2020 - ILT Teacher Teams Admin Tapestry Feedback

Utilize curriculum insight committee to ensure that the school is responsive to diverse student needs (Tapestry)

Jun 30, 2020 to Aug 25, 2020 - ILT LSC Admin

Collaborate with Math staff to ensure that curriculum is preparing as many students as possible for possible admission into Algebra program.

Jun 22, 2020 to Oct 30, 2020 - ILT Math team Admin

Strategy 5

Quarterly SJS and SEL goals integrated across curriculum.

Sep 08, 2020 to Jun 30, 2021 - ILT, Grade Level Teams,

Work to develop student reflection tools to support ownership of student academic and social learning (see MYP ATL)

Sep 08, 2020 to Jun 30, 2021 - Grade Level Teams

Fund Compliance

ESSA Program

[ ]

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.

[X]

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

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

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.

Per our social emotional safety goals, our focus in the upcoming year for parent engagement will be to engage all parents through establishing channels of trust and communication. This will be accomplished through our public and internal work with Dr. Ayanlaja and the establishment of a voice committee (Tapestry) which will represent the diversity of our school families. This committee will meet quarterly to address parent concerns, school wide policy and culturally responsive practices, curriculum and celebrations.

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

We are not a Title 1 school. Our parent engagement, among other organizations in our school, will funnel through Tapestry.

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 school has an effective channel of communication and outreach through electronic media and Aspen outreach functions as well as social media.

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 completed during report card pick up in the fall and through sending these home to parents. Teachers provide times for parents to meet to discuss if they so desire. The school is quick to act on students who are at risk of not being promoted, not graduating or in need of additional services. Administration, case managers, and teachers meet for MTSS to communicate and plan to address these ocncens.

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 in hard copy.

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.

Teachers are in communication with families regarding learning gaps or need for enrichment.

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 PTA has started to navigate these avenues of parent outreach, especially in the vein of parent support for homework help. We have monthly support meetings around these issues as well as wellness, Special Education rights and more.

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.

Our parent engagement is part of all of our "discipline" protocols as well as in our SEL goals.

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.

Most of our families do not qualify for these programs, but our Social Worker along with our case managers work to provide supports for under resourced families in this area.

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.

We have a strong network of continual communication regarding school programs mentioned above.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<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>**

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

[X] **<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.)
Sutherland Elementary is a neighborhood Chicago Public School rooted in Beverly since 1925. We are a K-8 school with an extensive early literacy program and an emphasis on differentiated, targeted learning. Our upper grade International Baccalaureate Programme underscores the importance of global learning and leadership through service. We strongly believe in educating the whole child, taking into consideration the value of the arts, the necessity of social-emotional learning, and the importance of strong supportive relationships with our parents and neighbors. Sutherland is committed to the families of Beverly and aims to provide a high quality public school of choice as a critical anchor in our community.
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.
School wide conferences are scheduled on district wide parent conference days. Teachers meet regularly with parents regarding student concerns and supports as well.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.
Standardized testing results are distributed to families (see above). Student progress, particularly in the vein of learning gaps, are consistently communicated and monitired with appropriate learning plans and agreed-on communication modes.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.
At any time. Parents can call or email admin or teachers and appointments are set for meetings.
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.
Volunteer opportunities are posted regulaly on our FB page, in which most all parents participate.
The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).
Admin tracks off track students and communicates with families regularly, establishing plans and steps to support student success.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school. At any conference, this si our common practice. It is a collaborative effort.		
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). Students set goals for achievement annually in terms of accomplishment or test scores. Students establish steps to reach each goal.		

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. Engage parents for student success. We do not have Title 1 monies.	

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.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
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)	$0.00
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.	$0.00