Edward E. Sadlowski Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/10/2020	Rafael Jimenez, Stephanie Townsend, Milton Katsaros, Akisha Perkins, Rosa Jimenez-Hernandez, Nicholas Pieterse, Victoria Godinez-Sanchez, Emily Gasca, Beatriz Diaz, Catalina Sanchez, Jessica Fitzgerald, Yolanda Del Real, Tomas Lobato, Meaghan Grtizenbach	Data analysis protocol

Date	Participants	Topic
01/20/2020	Rafael Jimenez, Stephanie Townsend, Milton Katsaros, Akisha Perkins, Victoria Godinez-Sanchez, Beatriz Diaz, Catalina Sanchez, Tomas Lobato, Meaghan Grtizenbach	Rating SEF Categories
01/24/2020	Rafael Jimenez, Stephanie Townsend, Milton Katsaros, Akisha Perkins, Nicholas Pieterse, Victoria Godinez-Sanchez, Emily Gasca, Catalina Sanchez, Yolanda Del Real, Tomas Lobato, Meaghan Grtizenbach, Robert Reed	Rating SEF Categories/Root Cause
01/28/2020	Rafael Jimenez, Stephanie Townsend, Nicholas Pieterse, Veronica Sierra, Victoria Godiez- Sanchez, Yolanda Del Real, Emily Gasca, Robert Reed	Root Cause/Identifying Areas of Critical Need
02/14/2020	Rafael Jimenez, Stephanie Townsend, Milton Katsaros, Akisha Perkins, Victoria Godinez-Sanchez, Emily Gasca, Robert Reed, Janet Keyworth, Rosa Jimenez- Hernandez, Veronica Sierra	Goals and Framework Priorities
02/28/2020	Rafael Jimenez, Stephanie Townsend, Akisha Perkins, Nicholas Pieterse, Victoria Godinez-Sanchez, Emily Gasca, Robert Reed, Veronica Sierra, Yolanda Del Real, Tomas Lobato,	Theory of Action
12/20/2019	Rafael Jimenez, Stephanie Townsend, Yolanda Del Real, Akisha Perkins, Victoria Godinez-Sanchez, Tomas Lobato, Beatriz Diaz, Meaghan Grtizenbach, Milton Katsaros, Catalina Sanchez	CIWP training materials, SQRP
04/17/2020	Rafael Jimenez, Emily Gasca, Stephanie Townsend, Victoria Sanchez, Janet Keyworth, Juanita Adeoye	Theory of Action
05/13/2020	Ms. Ferrer, PAC President, Mr. Jimenez	Parent and Family Plan
05/14/2020	Local School Council	Approval
04/28/2020	Rafael Jimenez, Rafael Jimenez, Emily Gasca, Stephanie Townsend, Victoria Sanchez, Janet Keyworth, Nicholas Pieterse, Meaghan Gritzenbach	Feedback

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
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: For the 2016-2017,2017-2018, 2018-2019 school years we have received a "partial" rating on the EL Program Review. Leadership roles were delegated as opposed to allowing stakeholders to sign up for leaderships roles according to their strengths and interests which can by evidenced, team meeting agendas and rosters, sign in sheets. -Leading Sabers for Staff -Agendas -Transparency around key data
- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 2 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 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - 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 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: -Improvement needed in hiring processes, or coaching/onboarding new teachers. -Blank space on walls for visual reminders.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
    - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
    - o 3 Curriculum connects to real world, authentic application of learning

- o 2 Curriculum is aligned to expectations of the standards
- o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 2 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**: Throughout the history of our school we have not had a literacy curriculum to support our balanced literacy practice. Therefore, there is no vertical alignment from K-8th grade. -Need for a wider variety of texts in every classroom, including native language texts. -Alignment of ELA across grades - Addressing cultural relevance within the curriculum.
- 3 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 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 2 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**: -REACH, Questioning and discussion techniques the lowest in the school. -Evidence of a need for increased student ownership. -Additional instructional supports needed for ELs.
- 2 - 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 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 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 2 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 1 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy

- o 4 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**: Our students are not reaching the proficiency levels needed to exit the ACESS testing due to the fact that student are not receiving support in their native language. In prior years, interim assessments and progress monitoring have not been administered with fidelity school-wide. -Interim assessments are in progress. -Gradebook audits show uniform grading practices. -English Learners need additional focus, some ELs continue to receive Ds or Fs.
- 2 - MTSS
  - o 3 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 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 1 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 3 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 2 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 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 2 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 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)

- 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 1 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 1 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 2 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 1 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 1 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 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: MTSS is an area of focus. There are practices that support an MTSS framework, but there is no cohesion around delivery of interventions and communication. Prior to this school year there was not a diverse MTSS core team that was responsible for sharing the responsibilities of driving the school?s MTSS framework and implementation. Tier 2 and tier 3 interventions should be provided outside of instructional hours, but there has been no opportunities for staff to provide interventions that do not impact instructional time within the school day. Tier 2 and tier 3 students were identified on a broader approach as opposed to a more deep dive data driven approach that identifies the students tier in each of the NWEA strands to identify/prioritize instructional needs.
- 3 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: -All students applied in GoCPS. -Career Fair -College signs

Quality and Character of School Life

- 3 - Relational Trust
    - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
    - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
    - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
    - **Evidence**: -Student survey indicated not all students feel that they have an adult connection. -Strong expectations for behavior are evident in classrooms.
- 2 - Student Voice, Engagement, and Civic Life
    - 2 Study politics
    - 3 Become informed voters and participants in the electoral process
    - 3 Engage in discussions about current and controversial issues
    - 2 Explore their identities and beliefs (REQUIRED: OSEL)
    - 4 Exercise student voice (REQUIRED: OSEL)
    - 2 Authentically interact with community and civic leaders
    - 2 Engage with their community
    - 3 Take informed action where they work together to propose and advocate for solutions
    - 2 Experience a schoolwide civics culture
    - **Evidence**: -Students engage in the study of politics only in SS class. -There is room for growth in the exploration of identities, including within intentional lessons. -Additional opportunities needed for students to interact with civic structures and community.
- 3 - Physical and Emotional Safety
    - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
    - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
    - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
    - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
    - **Evidence**: -Need a referral system. -Most of the practices are present, but need more consistency.
- 3 - Supportive and Equitable Approaches to Discipline
    - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
    - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
    - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
    - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
    - **Evidence**: -Unable to see last year's data in Aspen. -Need to allocate time to discuss the "Supportive" aspect. -As a school, all students are treated the same way but we need to develop more equitable practices.

- 3 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 2 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)
  - 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - 2 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**: -Additional need for parent and community partnerships.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**3**
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**2**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**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	**4**
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**

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Attendance
Root Cause 1	The attendance team needs more consistent meetings and implementation of their strategies. Students with IEPs have the lowest attendance in the school.
Area of Critical Need 2	Sufficient Annual Progress on ACCESS/ Els
Root Cause 2	The quality of the bilingual program per the bilingual program review data.
Area of Critical Need 3	2nd Grade Reading- Attainment
Root Cause 3	Teachers need a curriculum for foundational skills, and vertical alignment.
Area of Critical Need 4	2-8 Reading- Attainment,
Root Cause 4	There is no practice of interim assessment and data analysis
Area of Critical Need 5	2-8 Math- Attainment
Root Cause 5	There is no practice of interim assessment and data analysis

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		35.00	40.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Reading (Grade 2) This metric was selected because the Grade 2 attainment metric on SQRP is red. The overall percentage is less than 50% with male students having the largest equity gap.	Male		34.00	44.00
Vision: Attendance Rate Attendance was selected due to the drop in attendance from last year to this year. Without students attending, other areas cannot improve.	Overall		95.10	95.70
	Students with IEPs		93.60	94.60
SQRP: % of Students Making Sufficient Annual Progress on ACCESS This group was selected because it is a red area on SQRP.	EL		31.00	36.00
Vision: NWEA Attainment G2-8 (Reading) This metric was selected because attainment for grade 2-8 has a gap between actual and vision. Additionally all ELA teachers 3-8 are new to Sadlowski this school year.	Overall		70.00	75.00
	Students with IEPs		15.00	18.00
Vision: NWEA Attainment G2-8 (Math) This metric was selected because attainment for grade 2-8 has a gap between actual and vision. There will also be interim assessments in this subject area.	Overall		65.00	70.00
	Students with IEPs		30.00	34.00

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				4.00	5.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
One area Supportive Environment on 5Essentials is yellow, with working towards green in 2 years.					

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...	create clear expectations for student attendance by engaging an attendance team with biweekly meetings, implement monthly incentives, create and implement an outreach plan involving all stakeholders for students with attendance below <95%, and monitor attendance at different intervals (daily, weekly, quarterly)
Then we see...	a culture of attendance where students adhere to the expectation, all stakeholders monitor the attendance data locally and at the school level, and the attendance team creates data-driven action plans
which leads to...	to an increase of attendance for students with IEPs from 92.6% to 94.60% and overall increase of attendance from 94.5% to 95.70% over the next two school years and sustain attendance thereafter.
Budget Description	115 Funding for monthly incentives Extended day buckets for attendance team.
Tags	OSSE: Attendance & Truancy
Action steps	(Not started) Organize an attendance team that meets biweekly to create and implement an outreach plan involving all stakeholders for students with attendance below <95% (role, grade level). Tags:OSSE: Attendance & Truancy (Not started) Develop a robust plan for attendance with team. Tags:OSSE: Attendance & Truancy (Not started) Create a calendar and agendas for biweekly attendance meetings.

Tags:OSSE: Attendance & Truancy

- (Not started) Plan and budget for monthly attendance incentives for the school year

  Tags:OSSE: Attendance & Truancy

- (Not started) Implement the attendance outreach plan.

  Tags:OSSE: Attendance & Truancy

- (Not started) Monitor students attendance percentage

  Tags:OSSE: Attendance & Truancy

- (Not started) Implement homeroom attendance incentives (daily, weekly, set a ?goal?)

  Tags:OSSE: Attendance & Truancy

- (Not started) Reach out to parents/ guardians for students with attendance below <95%,

  Tags:OSSE: Attendance & Truancy

- (Not started) Create attendance competitions for homeroom classrooms school wide: Homeroom with highest percentage for the week receives dress down pass, extra exploratory class, etc.

  Tags:OSSE: Attendance & Truancy

- (Not started) Monitor students who have an attendance percentage below <95

  Tags:OSSE: Attendance & Truancy

- (Not started) Off track conferences with students and parents who have an attendance percentage below <95%

  Tags:OSSE: Attendance & Truancy

- (Not started) Develop a parent incentive to encourage them to consistently bring students to school (particularly in primary, pre-k to 3rd, where it?s the parents who bring the children to school).

  Tags:OSSE: Attendance & Truancy

- (Not started) Home visits for students who consistently have an attendance percentage below <95% attendance.

	Tags:OSSE: Attendance & Truancy

Strategy 2

If we do...	create an MTSS support team that monitors students requiring and receiving interventions, track the effectiveness and student response to Tier 2 and Tier 3 interventions in math and reading, and provide professional development to staff members providing interventions
Then we see...	students being provided appropriate interventions by staff identified as interventionists, and a team monitoring effectiveness
which leads to...	students closing their achievement gap on NWEA, specifically increasing the percentage of second grade attainment from 31% to 40% over the next two school years and improvement in 5Essentials in the category of supportive environment, and a reduction on students needing referrals.
Budget Description	-Extended Day bucket for MTSS (115) -Professional Developent Consultant (115) -Purchasing of research-based intervention materials (115)
Tags	MTSS, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	(Not started) Organize a team to meet regularly to organize systems that drives the MTSS framework and implementation Tags:MTSS, MTSS: Shared Leadership (Not started) Create cycle for improvement which includes tracking effectiveness, monitoring instruction, giving feedback, and readjusting plan Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership (Not started) Analyze data to classify students Tiers per NWEA strand to have a focal point for interventions Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process (Not started) MTSS Team will develop a menu of research-based interventions that?s in alignment to the students? area of need Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership

	• (Not started) MTSS team will create a schedule for students to receive tier 3 interventions from intervention team during non instructional hours and notify parents/ families of scheduled interventions Tags:MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation • (Not started) Tier 3 students receive interventions from the Intervention team with more intensive/in-depth interventions. Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership • (Not started) Track effectiveness, monitor instruction, give feedback, and readjust plans. Communicate with families on students' progress. Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

Strategy 3

If we do...	design rigorous CCSS-aligned interim assessments for K-8 literacy (in English and Spanish as needed), monitor quarterly implementation, create systems for quarterly data analysis
Then we see...	teachers aligning objectives and tasks to the standards, completing quarterly item-level analysis of interim assessments, and creating corrective instruction plans to accommodate all learners
which leads to...	student growth on each individual student's interim assessment score, and higher attainment on 2nd-8th grade NWEA reading from 66.4% to 75% and math from 60.5% to 70% over the next two school years.
Budget Description	-Extended Day Buckets for Interim Assessment Team -Measuring Up Live for design
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy
Action steps	• (Not started) Organize a diverse assessment team that is responsible for designing the school wide interim assessments. This diverse assessment team will continue to vertically align standards across grade levels, which is why this team will include instructors from each grade band. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Assessment Plan Voting Procedures

	- (Not started) Create a school wide interim assessment schedule with dates for: creation of assessments from assessment team and school wide analysis of student data. Tags:Assessment: Assessment Plan Voting Procedures - (Not started) sing the Network 13 scope and sequence, the team will create CCSS-aligned interim assessments. The desired format for these assessments is to balance multiple choice and open response questions within a range of 10 to 12 questions. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems - (Not started) Provide professional development about the assessment platform to ensure that all teachers are comfortable with using the platform and its features. Tags:Assessment: Curriculum Equity Initiative - (Not started) Implement quarterly interim assessments school wide. Tags:Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth - (Not started) Quarterly item-level analysis of interim assessments Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth - (Not started) Create small group instruction aligned to assessment analysis data Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth

Strategy 4

If we do...	adopt the CPS curriculum from K-8 literacy and adopt a curriculum for K-2 foundational skills, create cycles of learning and planning using the curriculum, and monitor implementation
Then we see...	aligned teaching and learning in literacy
which leads to...	increased growth and an increased attainment percentage for 2nd-8th grade reading NWEA from 66.4% to 75% over the next two school years.
Budget Description	-substitute for planning (115) -extended day bucket (115) -curricular resources as dictated by the CPS curriculum (115) -professional development on CPS curriculum from district

Tags	Curriculum, Assessment: Curriculum Equity Initiative
Action steps	• (Not started) Develop a diverse PLC that is responsible for collectively developing rigorous instruction that has student-centered objectives and is in alignment with grade level CCSS Tags:Curriculum • (Not started) Create content cycles of learning and planning for implementing new curriculum Tags:Curriculum • (Not started) Unpack the common core state standards into learning targets Tags:Curriculum • (Not started) Align the reading and writing CCSS to create coherence across content areas Tags:Curriculum • (Not started) Create a structured literacy block for grades K-8 to create vertical alignment school wide Analyze the curriculum and resources available. Tags:Curriculum • (Not started) Align instruction (horizontally/vertically) using the Network 13 scope and sequence and appropriately pace literacy units and lessons Tags:Instruction • (Not started) Provide professional development on new curriculum and resources to teachers and staff Tags:Instruction • (Not started) Monitor implementation through data driven analysis and make adjustments as needed Tags:Instruction

Strategy 5

If we do…	establish the structures for a compliant Transitional Bilingual Education program
Then we see…	students receiving bilingual services, and teachers designing instruction for ELs

which leads to...	an increase in the percent of students making sufficient annual progress on ACCESS from 25.7 to 36%
Budget Description	-Extended day for bilingual team meetings -Professional development from the district
Tags	OLCE
Action steps	• (Not started) Organize a Bilingual Team to assess the program based on audit review and determine areas of focus Tags:OLCE • (Not started) Quarterly EL Professional Learning: Build capacity of teachers of EL?s by delivering quarterly professional development to self assess units for language objectives and differentiation Tags:OLCE • (Not started) Create a school-wide bilingual program schedule with dates for monitoring the bilingual program implementation Tags:OLCE • (Not started) Develop a system to assess the quality of the bilingual program (monthly): curriculum structure, differentiation through language proficiency, peer observations to monitor effectiveness, feedback and improvements Tags:OLCE • (Not started) Create a quarterly goal to address findings from the bilingual system in place Tags:OLCE • (Not started) Analyze teacher placement for EL?s and EL student placement Tags:OLCE

Action Plan

Strategy 1

Organize an attendance team that meets biweekly to create and implement an outreach plan involving all stakeholders for students with attendance below <95% (role, grade level).

Jul 15, 2020 to Jul 22, 2020 - Mr. Jimenez

Develop a robust plan for attendance with team.

Jul 15, 2020 to Aug 20, 2020 - Mr. Jimenez with team

Create a calendar and agendas for biweekly attendance meetings.

Aug 20, 2020 to May 31, 2021 - Mr. Reed

Plan and budget for monthly attendance incentives for the school year

Sep 08, 2020 to Sep 11, 2020 - Mr. Reed, Mr. Aguirre, Mr. Katsaros

Implement the attendance outreach plan.

Sep 08, 2020 to Jun 18, 2022 - Attendance team

Monitor students attendance percentage

Sep 08, 2020 to Jun 18, 2022 - Homeroom teachers Weekly

Implement homeroom attendance incentives (daily, weekly, set a ?goal?)

Sep 08, 2020 to Jun 18, 2022 - Homeroom teachers Weekly

Reach out to parents/ guardians for students with attendance below <95%,

Sep 08, 2020 to Jun 18, 2022 - Homeroom teachers Weekly

Create attendance competitions for homeroom classrooms school wide: Homeroom with highest percentage for the week receives dress down pass, extra exploratory class, etc.

Sep 08, 2020 to Jun 18, 2022 - Attendance team Weekly

Monitor students who have an attendance percentage below <95

Sep 08, 2020 to Jun 18, 2022 - Attendance team Bi-weekly

Off track conferences with students and parents who have an attendance percentage below <95%

Sep 08, 2020 to Jun 18, 2022 - Administration/ Mr. Katsaros / homeroom teachers Weekly

Develop a parent incentive to encourage them to consistently bring students to school (particularly in primary, pre-k to 3rd, where it?s the parents who bring the children to school).

Sep 08, 2020 to Jun 18, 2022 - Administration/Attendance Team/PTA Biweekly to monthly

Home visits for students who consistently have an attendance percentage below <95% attendance.

Sep 08, 2020 to Jun 18, 2022 - Mr. Katsaros/ Mr. Reed Weekly

Strategy 2

Organize a team to meet regularly to organize systems that drives the MTSS framework and implementation

Aug 01, 2020 to Aug 01, 2020 - Mrs. Adeoye

Create cycle for improvement which includes tracking effectiveness, monitoring instruction, giving feedback, and readjusting plan

Aug 30, 2020 to Jun 18, 2022 - Mrs. Adeoye and MTSS Team

Analyze data to classify students Tiers per NWEA strand to have a focal point for interventions

Oct 05, 2020 to Oct 16, 2020 - Mrs. Adeoye and MTSS Team

MTSS Team will develop a menu of research-based interventions that?s in alignment to the students? area of need

Oct 19, 2020 to Oct 30, 2020 - Mrs. Adeoye and MTSS team

MTSS team will create a schedule for students to receive tier 3 interventions from intervention team during non instructional hours and notify parents/ families of scheduled interventions

Nov 02, 2020 to Jun 18, 2022 - Mrs. Adeoye and MTSS team

Tier 3 students receive interventions from the Intervention team with more intensive/in-depth interventions.

Nov 02, 2020 to Jun 18, 2022 - Intervention team (teachers who are providing the interventions)

Track effectiveness, monitor instruction, give feedback, and readjust plans. Communicate with families on students' progress.

Nov 02, 2020 to Jun 18, 2022 - Mrs. Adeoye ,MTSS and intervention team

Strategy 3

Organize a diverse assessment team that is responsible for designing the school wide interim assessments. This diverse assessment team will continue to vertically align standards across grade levels, which is why this team will include instructors from each grade band.

Jul 15, 2020 to Jul 15, 2020 - Ms. Townsend

Create a school wide interim assessment schedule with dates for: creation of assessments from assessment team and school wide analysis of student data.

Aug 10, 2020 to Sep 23, 2020 - Ms. Townsend with assessment team

sing the Network 13 scope and sequence, the team will create CCSS- aligned interim assessments. The desired format for these assessments is to balance multiple choice and open response questions within a range of 10 to 12 questions.

Aug 10, 2020 to Sep 23, 2020 - Ms. Townsend with assessment team

Provide professional development about the assessment platform to ensure that all teachers are comfortable with using the platform and its features.

Sep 08, 2020 to Sep 11, 2020 - Assessment team BOY professional development

Implement quarterly interim assessments school wide.

Oct 30, 2020 to Jun 18, 2022 - Homeroom teachers Quarterly

Quarterly item-level analysis of interim assessments

Oct 30, 2020 to Jun 18, 2022 - Homeroom teachers Quarterly

Create small group instruction aligned to assessment analysis data

Oct 30, 2020 to Jun 18, 2022 - Homeroom teachers Quarterly

Strategy 4

Develop a diverse PLC that is responsible for collectively developing rigorous instruction that has student-centered objectives and is in alignment with grade level CCSS

Aug 03, 2020 to Jun 30, 2021 - Admin/ILT

Create content cycles of learning and planning for implementing new curriculum

Aug 17, 2020 to Jun 18, 2022 - Admin, instructional coach, PLC

Unpack the common core state standards into learning targets

Aug 17, 2020 to Aug 24, 2020 - Admin, instructional coach, PLC

Align the reading and writing CCSS to create coherence across content areas

Aug 24, 2020 to Sep 24, 2020 - Admin, instructional coach, PLC

Create a structured literacy block for grades K-8 to create vertical alignment school wide
Analyze the curriculum and resources available.

Aug 24, 2020 to Sep 21, 2021 - Admin, instructional coach, PLC

Align instruction (horizontally/vertically) using the Network 13 scope and sequence and appropriately pace literacy units and lessons

Aug 24, 2020 to Sep 21, 2021 - Admin, instructional coach, PLC

Provide professional development on new curriculum and resources to teachers and staff

Aug 24, 2020 to Sep 21, 2021 - Admin, instructional coach, PLC

Monitor implementation through data driven analysis and make adjustments as needed

Sep 08, 2020 to Jun 18, 2022 - Admin, instructional coach, PLC

Strategy 5

Organize a Bilingual Team to assess the program based on audit review and determine areas of focus

Jul 08, 2020 to Jul 15, 2020 - ELPT Mrs. Keyworth

Quarterly EL Professional Learning: Build capacity of teachers of EL?s by delivering quarterly professional development to self assess units for language objectives and differentiation

Aug 24, 2020 to Jun 18, 2022 - ELPT Mrs. Keyworth

Create a school-wide bilingual program schedule with dates for monitoring the bilingual program implementation

Aug 26, 2020 to Aug 28, 2020 - Mrs. Keyworth and Bilingual Team

Develop a system to assess the quality of the bilingual program (monthly): curriculum structure, differentiation through language proficiency, peer observations to monitor effectiveness, feedback and improvements

Aug 17, 2020 to Jun 18, 2022 - Mrs. Keyworth and Bilingual Team

Create a quarterly goal to address findings from the bilingual system in place

Aug 17, 2020 to Jun 18, 2022 - Mrs. Keyworth and Bilingual Team

Analyze teacher placement for EL?s and EL student placement

Aug 17, 2020 to Jun 18, 2022 - dmin, ELPT Mrs. Keyworth

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.

Sadlowski Elementary conduct a comprehensive needs assessment using tools provided by the district such as SQRP, local and state assessment data, and 5Essentials survey. The administrative team and the Instructional Leadership Team analyze data to conduct a needs assessment and develop strategies that address areas of need.

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

Sadlowski Elementary will continue utilizing data-driven instructional cycles for continuous improvement and to inform differentiated instructional approaches. Students not making adequate quarterly progress will be placed in MTSS (multi-tiered systems of support) Tier 2 or 3 intervention groupings.

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

All students work with the SEL curricula, Second Step, and Success Bound to support social-emotional, social, and behavioral needs. All students are offered a wide range of after school classes and programs that include opportunities for increased support in SEL, Sports, and academic areas.

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).

Students not making adequate quarterly progress will be placed in MTSS (multi-tiered systems of support) Tier 2 or 3 intervention groupings.

A full-time school guidance counselor provides additional support due to increased needs for behavioral, emotional, and social supports for students. Services include whole class, small group, and individual counseling sessions focusing on focusing on social-emotional well-being, career awareness and planning, social skills, and bullying awareness and prevention. The Restorative Practices Implementation and Culture and Climate teams will create a discipline system geared towards developing student ownership,

conflict resolution, and reflection, while training staff in restorative approaches and responses in order to de-escalate, reteach, repair relationships and minimize disruptions to learning.

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

The school works in tandem with the district to attract high-quality teacher, highly-qualified teachers. The school offers a salary and compensation package in conjunction with CPS. Teacher credentials are vetted through the onboarding process and are matched to the position profiles. At our school we maintain a positive school culture which attracts candidates, and use an interview protocol that vets for candidate quality.

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.

Professional development will be provided to all staff at the school. Teachers will participate in bimonthly development thorough grade level meetings, after school through flex day, and during the days set aside for school improvement. Paraprofessionals will participate in SECA training from the GUST Foundation. The principal will complete professional development credits through a provider approved by the State of Illinois. Additionally, staff will be connected to professional development opportunities outside in addition to the school provided PD.

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

The school will engage parents through the various committees, PAC, BAC, LSC and PTA. We will hold monthly meetings for each committee and elicit feedback on the types of activities that would engage involvement. This will include workshops, activities, and content-themed nights.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

The school will set forth a Step Up to kindergarten program as funds and policies allow. The kindergarten teacher will collaborate with Pre-K teachers to create a transition system for students going into kindergarten.

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

Chicago Public Schools has set forth a process for teachers to vote on an annual comprehensive assessment plan.

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.

The MTSS Team will meet biweekly to analyze student data and identify the need and implementation of timely research based interventions. The grade level teams will participate in data analysis cycles to identify students in need of additional supports.

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.

Chicago Public Schools provides the tools to do a thorough analysis of how services are integrated. The school will work to maintain compliance with services and programs, in conjunction with the departments in CPS including.

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.

The Sadlowski Elementary School PAC and BAC will review the schools proposed yearly calendar to plan activities that meet the needs of the students/school. PAC meets monthly and invites parents to workshops, school-wide showcases, network workshops, teacher led professional development which focuses on academics and how to support their student. The school will elicit feedback from parents about the family engagement plan.

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

Title I Annual Meeting and The Title I PAC Organizational Meeting will be held in September 2020. All of our stakeholders are invited and encouraged to attend our monthly NCLB/PAC and Title I meetings. We invite and remind our school community of these events by creating events on our school classdojo page, sending robocalls to parents, posting flyers at the school entrances/exits, as well as sending flyers home with students. School information is also available on our website. All meetings will be in English and Spanish.

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.

Parents will be invited and reminded to attend all of our meetings via classroom dojo and newsletters. We use our school wide class dojo page to send out survey to collect parents feedback. Parents may also participate in BAC, PTA and ILT meetings. The school will act on parent and family feedback in the best interest of students. All meetings will be in English and Spanish.

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.

For NWEA testing students will receive a student report that provides a snapshot of their performance in reading and math compared to national norms and provides projected goal that the student should work towards. Teachers use these reports to conference with students to create personalized goals for the school year. These reports are sent home for students and parents reference. Additionally, Sadlowski Elementary has a data night where teachers explain the NWEA scores and reports to parents. This allows parents the opportunity to ask any questions that they have in regards to NWEA testing and data.

At the end of testing cycles and once data has been received, homeroom teachers will send home a progress report for each student. The report will identify the student's math, language arts and reading progress for that current school year as well as identify long and short term academic goals based on the students performance. Information will be shared at report card pick-up sessions and designated school data nights.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parents will be informed in writing.

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.

Parents will be provided with regular updates of the schools mission, vision, accomplishments and student progress on BOY and MOY assessment data. Parents will also have opportunities to attend workshops related to achievement standards, assessments, and monitoring student progress. Teachers will communicate with parents during academic nights on way to collaborate to increase student achievement. All meetings will be in English and Spanish.

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.

Throughout the school year Sadlowski's BAC and PAC will host monthly meetings for our parents to attend. During these meetings parents are provided with resources, materials, and trainings that will help them contribute to their child's success. Some of these trainings include steps for parents accessing Parent Portal to monitor student grades, how to understand NWEA testing and data, and how to utilize other academic subscriptions students are able to access at school and home. All meetings will be in English and Spanish.

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.

At the beginning of the school year, and during Principal directed Professional Development, the staff at Sadlowski will collectively create a vision for building and maintaining a relationship between the school and our student's families. Together the staff will determine the importance of collaborating with parents and determine the strategies that our school will use to successfully carry out our vision. Some of the strategies that we use include but are not limited to coffee with the principal, parent surveys, daily class dojo communication, parent conferences, etc.

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.

Parents will be invited to volunteer at the school with class activities, field trips, assemblies, and workshops. There is also a parent room available to parents.

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

All of our announcements are available in English and Spanish. Sadlowski class dojo is updated daily to ensure that families are aware of any school related information. Monthly newsletters and calendars will be sent home with students. Flyers are posted at the entrances/exits of the building, flyers are given to students to take home, the information is posted in the office, on our website, and robocalls are scheduled.

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.)

As a community school that strives to provide high quality education to all students we will provide equitable, rigorous, and differentiated instruction to meet the academic and social-emotional needs of ALL students to foster lifelong learning.

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.

There are two scheduled CPS report card pick-up dates which occur in November and April of the the 2020-2021 school year. During these conferences parents are given the opportunity to meet with their child's teacher(s) and discuss their student's academic and social performance for the given quarter. If translation is needed a Sadlowski staff member will be appointed to teachers and families to ensure that the conference is clear and effective. Aside from the scheduled conferences Sadlowski offers student centered conferences whenever a parent or teacher deems necessary. During these conferences teachers will provide suggestions on how the students may improve and highlight successes and parents can voice any of their questions or concerns in regards to their child's education. The administrative team has an open door policy to families, and they can meet with the team as requested.

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

During Open House at the begging on the school year, Sadlowski staff members provide parents with assistance on logging into Parent Portal. Throughout the school year parents are encouraged to monitor their child's academic progress using this platform. Additionally, progress reports are sent home every five weeks so that parents are informed on their child's progress in all subject areas. Parents may also message teachers through the school wide class dojo platform. Classroom dojo also provides parents with daily behavior reports that

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

Sadlowksi staff are available to parents on a daily basis. If parents desire to meet with a specific staff member a meeting can be scheduled for a time and date that accommodates both parties schedules. Teachers are available during their preparation periods to return phone calls or meet with parents.

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.

All parents are encouraged to complete the CPS volunteer form. Once completed and approved by CPS parents will be able to volunteer for activities during school hours such as field trips. Outside of school hours parents are always encouraged to volunteer in community events such a loteria night, science night, bowling events, and any of the variety of opportunities we have for volunteering.

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

Teachers communicate learning expectations to students and families throughout the school year. Classdojo is used to communicate students performance at school which includes attendance, behavior, missing assignments, etc. with their parents and families. Parents will use the CPS Parent Portal System to monitor their child's homework and work with teachers and staff to ensure that students are completing their homework assignments on a regular basis. At Sadlowski, parents and staff are partners in our students learning.

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

Parents participate in the decision making process during the various meetings including LSC, PAC, BAC and PTA. Parents may call the school office to set up an appointment to meet with the school team. The counselor, nurse and social worker are also available to participate and provide input at these 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).

Student incentive programs are in place for attendance, academic achievement and scholarly behavior. Student input is solicited to encourage successful programs and the development of a student council. The student council is our student voice committee and they inform the school of ways that responsibility can be shared.

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.

Our goal at Sadlowski Elementary is to support programs and activities that promote parent and community involvement. We will work towards our goal throughout the school year with monthly community engagement events.

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.	$4019.00
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