George B Swift Elementary Specialty School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/04/2020	ILT Members	ILT members met to rate SEF categories to come up with CIWP priorities.
02/27/2020	ILT Members	ILT met to work on Goals related to the SQRP, which will help to create strategies with action steps.
03/03/2020	ILT Members	ILT met to discuss strategies and to plan responsibilities for action steps.
04/24/2020	ILT Members	ILT met to discuss strategies and plan responsibilities for action
04/21/2020	LSC and PAC members	Administration met with PAC and LSC parents to go over feedback to complete Parent Engagement and Parent Compact Section of CIWP

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 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 3 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 3 Make ?safe practice? an integral part of professional learning
- o 4 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**: 5 Essential Survey, Principal Evaluation
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 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 3 Align the budget to the CIWP priorities and the mission of the school
  - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 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**: CIWP, 5 Essentials Survey, LSC minutes

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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**: 5 Essentials Survey, Teacher Feedback from ILT.
- 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 3 Engage students in learning and foster student ownership
  - o 4 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning

- o 3 Provide students frequent, informative feedback
- o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- o **Evidence**: 5 Essentials Survey, MTSS Data, CIWP
- 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 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 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 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 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 2 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**: NWEA, ACCESS, BAG Reports, AMPLIFY Data,School Report Data
- 3 - 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 3 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)

- 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)
- 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)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 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)
- 3 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)
- 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)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 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 3 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 Data, BAG Data, AimsWeb Data, NWEA, ACCESS, AMPLIFY Data
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 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**: GoCPS Data, Counselor Data related to high school transition.

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: 5 Essentials Data, SQRP Data,
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: School Report Card Data, Teacher Survey
- 3 - Physical and Emotional Safety
  - o 4 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 2 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**: 5 Essential Data, SQRP Data, School Report Card Data, BAG Reports
- 2 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: MTSS Data, BAG Reports, Dashboard Data, ASPEN Behavioral Data 5 Essentials Data, SQRP
- 3 - 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 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 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**: CIWP, School Report Card, PAC/BAC Data, 5 Essentials Data

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**1**
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**2**

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

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
	Latino (Male)		25.00	35.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Swift School currently does not have a Dual Language Program that meets the academic needs of our Primary Spanish students. Currently, 30.1% of students made sufficient progress on their ACCESS testing per SQRP.	Latina (Female)		25.00	35.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) Based on SQRP data, 14% of our African American students met their growth indicators in Reading.	African American		50.00	60.00
SQRP: National School Growth Percentile - Math (Grades 3-8) 2019-2020 SQRP shows that DL students scored at the 4th percentile in Math compared to the 42 percentile in our 2018-2019 SQRP.	Students with IEPs		25.00	40.00
SQRP: National School Growth Percentile - Math (Grades 3-8) National growth percentile for all students showed that all students scored at the 37 percentile in the 2019-2020 SQRP prior to 58% in 2018-2019 SQRP.	Overall		47.00	58.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) Hispanic growth in Reading was at the 27th percentile for 2019-2020 SQRP. 2018-2019 SQRP had Hispanic growth at the 58 percentile.	Latinx		47.00	58.00

Required metrics (Elementary) (100% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey My Voice, My School 5 Essentials Survey for 2019-2020 was Moderately Organized. Swift received 3 points on SQRP for this metric.				4.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	Align Social Studies Curriculum around civic engagement which allows us to mentor students so they can enact a peer jury and enhance the school wide student council with leadership opportunities for many students
Then we see...	Students who learn to work together in planning school wide activities, have a voice in shared decision making
which leads to...	students who will in turn mentor other students in the school and are engaged in their civic life now and in the future
Budget Description	
Tags	Curriculum, Instruction, Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, SSCE: Student Voice, SSCE: Student Leadership
Action steps	• (Not started) Staff member(s) identified as advisors for Student Council with budgeting for stipends for staff Tags:SSCE: Student Voice • (Not started) Students will attend a full day ?retreat? for team building and planning (in-school) Tags:SSCE: Student Voice

- (Not started) Confirm committed staff members to create an Social Emotional Learning Committee which would include Student Council Advisor, Peer Jury Advisors, School Counselor, member of special education team, and other interested staff who meet a minimum of twice a quarter and present to the whole staff once a year

  Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment

- (Not started) Students will implement fundraising activities as necessary to enable them to meet their student council goals while allowing students to practice real life skills

  Tags:SSCE: Student Voice

- (Not started) Students will plan three school wide actions that strengthens culture and climate, and implement them

  Tags:SSCE: Student Voice, SSCE: Student Leadership

- (Not started) Student Council will present annually to various group around the school (LSC, BAC, Staff)

  Tags:SSCE: Student Voice, SSCE: Student Leadership

- (Not started) Identify Staff leads for Peer Jury and budget for stipends for staff members

  Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) Identify students to build their SEL (Social Emotional Learning) skills by serving on Peer Jury

  Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Schedule training for staff leads around Peer Jury embedded in whole staff training around Social Emotional Learning theories to be implemented school wide

  Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment

- (Not started) Schedule training for students around SEL topics and Peer Jury

  Tags:OSEL: SEL Instruction

- (Not started) Create system of school wide discipline as relates to use of Peer Jury, keeping Social Emotional Learning in the forefront

Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Peer Jury will present annually to various group around the school (such as LSC, BAC, Staff)

    Tags:Student Voice, Engagement, and Civic Life, FACE2: Local School Council, SSCE: Community Engagement

- (Not started) Peer Jury Members explain to their peers and maintain communication of progress made with the use of peer jury

    Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment

- (Not started) Align Social Studies to NCSS topics around civic engagement including vertical articulation

    Tags:Curriculum, Student Voice, Engagement, and Civic Life

- (Not started) We will increase the amount of community performances around the diverse Edgewater Community and school

    Tags:Family & Community Engagement, FACE2: Community Partnerships

- (Not started) We will increase opportunities for students to address the issues that are relevant to themselves through interventional public art* throughout the school and the diverse Edgewater community. (*Interventional Public Art: Thought provoking works, specifically made and planned in order to draw public attention to community and global issues)

    Tags:Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, SSCE: Community Engagement

- (Not started) Continue bi-weekly check-ins with classroom teachers using a Classroom Observation Tool, which will give informal feedback to staff related to student engagement, student choice, and student voice during instruction.

    Tags:Instruction, Student Voice, Engagement, and Civic Life

- (Not started) Obtain materials for the classroom and the library that support our emphasis on the NCSS standards around civic engagement inclusive of diverse learners and our ELL population

    Tags:Curriculum

Strategy 2

If we do...	Maintain and increase restorative practices in and out of the classroom, incorporate peer mediation, while enhancing their effective communication skills to anticipate possible misunderstandings in their learning for all students including our ELL and diverse learner populations
Then we see...	A 10% decrease in discipline issues reported to administration from classroom teachers
which leads to...	Increased student engagement, more efficient instructional time, positive school community, and improved communication.
Budget Description	
Tags	Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSEL: SEL Instruction, Safety & Security
Action steps	(Not started) Provide additional professional development around trauma, peace circles, and restorative practice. (budgeted accordingly) Tags:Physical and Emotional Safety, OSEL: SEL Instruction (On-Track) Utilize essentials teachers for check-in system for at risk students students, and as safe spaces for students to self regulate. Tags:Physical and Emotional Safety, OSEL: SEL Instruction, Safety & Security (Not started) Further implement the school wide discipline system with regards to the use of Peer Jury as part of Social Emotional Learning practices at Swift. Tags:OSEL: Supportive and Equitable Discipline Practices (On-Track) Continue to implement a Behavioral Health Team, which will provide additional strategies and accommodations for students that are exhibiting Tier 2 and Tier 3 behaviors. Tags:Physical and Emotional Safety, OSEL: Tier 2 and 3 Interventions, Safety & Security (On-Track) Continue to provide 60 minutes a week for Social Emotional Learning for all students using the SEL connections from the program ?Second Step? , talking circles, and other relevant topics based on the needs of all students. Tags:OSEL: SEL Instruction (On-Track) Purchase and provide all teachers, including ELL and SPED teachers, with all necessary materials for ?Second Step?. Tags:OSEL: Supportive Classroom Environment

	- (On-Track) Continue to work with Loyola University for individual counseling, group counseling in and out of school as well continued participation with our Behavioral Health Team. Tags:FACE2: Community Partnerships - (Not started) Clarify protocols for action and documentation of emergency situations and providing administrative feedback following each incidence of reported student misconduct to staff members Tags:Physical and Emotional Safety, Safety & Security - (Not started) Continue peer observation with an emphasis on restorative practices. Tags:OSEL: Supportive Classroom Environment - (Not started) Maintain or increase funding toward programming that celebrates student diversity. (examples - Chicago Children?s Choir, Kalapriya dance) Tags:SSCE: Community Engagement - (Not started) Obtain materials for the classroom, library, and music department that support and celebrate the diverse student population. (Foriegn Language and cultural texts, materials, and music). Tags:Curriculum, OSEL: SEL Instruction - (Not started) Plan for a middle school team building field trip to reestablish relationships as middle school learners as related to the changing needs socially and emotionally of the age of the students. Tags:OSEL: Supportive Classroom Environment - (Not started) Fully implement ?Team Building? (House Colors), quarterly competitions, strategic challenges, and competitions for middle school. Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

Strategy 3

If we do...	Continue the vertical alignment of curricula that was established in the 2018-2020 CIWP and define and support common school-wide instructional materials and structures in the content areas and fine arts
Then we see...	Common instructional materials and practices that support all students

which leads to...	10% increase in growth and attainment scores in reading and math on NWEA & MAP
Budget Description	
Tags	Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, CIDL: Curriculum, Science: Curriculum, Science: Rigorous Tasks, Science: Student Discourse
Action steps	• (On-Track) Identify Science Committee. Committee will survey available science curricula and evaluate them against Next Generation Science Standards and teacher experience to select (a) curricula(um) that will provide a vertically-aligned science education K-8 which will benefit all students including those with EL and diverse learning needs Tags:Science: Curriculum, Science: Rigorous Tasks, Science: Student Discourse • (On-Track) Ensure that all staff members are provided with professional development related to Lucy Calkins reading curriculum being offered during the summer from the Chicago Literacy Group. Tags:Curriculum, Literacy: Shift 4-21st Century Professional Learning • (On-Track) Purchase necessary materials to support the differentiated needs of science, social studies, and fine arts for all students including those with EL and diverse learning needs. (At times, students with EL or DL needs may need different materials to reach the same goals.) Tags:Science: Curriculum, Science: Rigorous Tasks, Science: Student Discourse • (Not started) Teachers attend necessary professional development around science to implement curriculum Tags:Curriculum, Science: Curriculum, Science: Rigorous Tasks, Science: Student Discourse • (Not started) Plan and implement a school wide celebration of STEAM with Fine Arts Integration. Tags:Family & Community Engagement, Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, Science: Curriculum, Science: Rigorous Tasks, Science: Student Discourse • (Not started) Teachers promote the development of students' voice by incorporating ideas from growth mindset through the vertical alignment of the science curriculum. Tags:Curriculum, Science: Curriculum, Science: Rigorous Tasks, Science: Student Discourse

- (On-Track) Establish a social science committee. SS committee will collect resources that will support K-8 teachers in aligning instruction to the ISBE Social Science Standards inclusive of the diverse learners and EL students

  Tags:Curriculum, Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, SSCE: Place Based Learning

- (On-Track) Committee creates a vertically-aligned scope-and-sequence of social science units for K-8 aligned to the ISBE Social Science standards that integrates the fine arts and the cultural diversity of the school community and identifies areas where curriculum materials will need to be purchased.

  Tags:Curriculum, Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Student Voice

- (Not started) Purchase materials identified by the SS committee to support social science and fine arts instruction. (Special Education teachers and EL teachers will need additional materials.)

  Tags:Curriculum, Arts Education: Authentic Arts Integration, SSCE: Student Voice

- (Not started) Provide professional development to staff to support implementation of new social science units and continue to make any necessary revisions to the school-wide scope and sequence of social science units.

  Tags:Curriculum, SSCE: Inclusive decision-making, SSCE: Student Voice

- (Not started) Purchase updated library resources to support the science and social studies curriculum with an emphasis on materials to support EL and diverse learners

  Tags:Equity: Resource Equity

- (Not started) Expand staff and students knowledge of library resources to support various curriculum

  Tags:Curriculum, Equity: Resource Equity

- (Not started) The essentials programming will continue to integrate curricular connections to science and social studies.

  Tags:Curriculum, Arts Education: Embedding the Arts School-Wide

- (Not started) Arts Magnet Lead teacher will offer professional development and support for arts integration for classroom teachers in order to employ arts techniques and approaches in their classrooms.

Tags:Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide

- (Not started) Essentials Team teachers will plan and implement maker space opportunities for all students

  Tags:STE(A)M Schools: Instructional Approach (SSS4)

- (Not started) In collaboration with the Network, establish a Bilingual Leadership Team which will oversee consistent instructional practices for English Language Learners in all classrooms

  Tags:Curriculum, Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Establish and recruit teachers to me members of the Bilingual Instructional Leadership Committee

  Tags:Leadership for Continuous Improvement, Curriculum, Instruction, Teacher Leader Development & Innovation: Distributed Leadership

- (Not started) Provide professional development for classroom teachers regarding Dual Language instruction and setting up classrooms to celebrate the languages of students in the classrooms increasing multi-lingual awareness.

  Tags:Curriculum, Instruction

- (Not started) Provide professional learning opportunities for teachers with Spanish Endorsements to attend workshops and conferences to better their knowledge and skill sets with instructing students in their native language of Spanish.

  Tags:Curriculum, Instruction

- (Not started) Host parent meetings in the Auditorium for parents to communicate current instruction of our EL Learners and goals for a Dual Language Program at Swift that will grow by a grade level yearly.

  Tags:Family & Community Engagement

- (On-Track) Review teacher's lesson plans to ensure that WIDA Standards and Can Do Descriptors are present for English Language Learners in all Core Subjects.

  Tags:Instruction

- (Not started) Establish a school-wide professional learning community on Dual Language through the purchase of a professional text for all teachers. Professional discussions of the text will be facilitated during grade level meetings.

  Tags:Instruction

Action Plan

Strategy 1

Staff member(s) identified as advisors for Student Council with budgeting for stipends for staff

Aug 17, 2020 to Sep 15, 2020 - Principal

Students will attend a full day ?retreat? for team building and planning (in-school)

Nov 02, 2020 to Dec 15, 2020 - Staff Advisors

Confirm committed staff members to create an Social Emotional Learning Committee which would include Student Council Advisor, Peer Jury Advisors, School Counselor, member of special education team, and other interested staff who meet a minimum of twice a quarter and present to the whole staff once a year

Aug 17, 2020 to Sep 15, 2020 - Administration, various staff members

Students will implement fundraising activities as necessary to enable them to meet their student council goals while allowing students to practice real life skills

Jan 04, 2021 to May 27, 2022 - Students, Advisors, School Clerk

Students will plan three school wide actions that strengthens culture and climate, and implement them

Jan 25, 2021 to Jun 17, 2022 - Students, Advisors

Student Council will present annually to various group around the school (LSC, BAC, Staff)

Aug 23, 2021 to Jun 03, 2022 - Students, Staff Members

Identify Staff leads for Peer Jury and budget for stipends for staff members

Aug 03, 2020 to Sep 11, 2020 - Assistant Principal, School Counselor, Principal

Identify students to build their SEL (Social Emotional Learning) skills by serving on Peer Jury

Sep 28, 2020 to Nov 02, 2020 - All Staff Members

Schedule training for staff leads around Peer Jury embedded in whole staff training around Social Emotional Learning theories to be implemented school wide

Aug 17, 2020 to Nov 02, 2020 - Administration, SEL Committee

Schedule training for students around SEL topics and Peer Jury

Nov 09, 2020 to Jan 15, 2021 - administration

Create system of school wide discipline as relates to use of Peer Jury, keeping Social Emotional Learning in the forefront

Sep 01, 2020 to Feb 05, 2021 - Administration, Counselor, Staff Advisors for Peer Jury, SEL Committee

Peer Jury will present annually to various group around the school (such as LSC, BAC, Staff)

Oct 04, 2021 to Jun 16, 2022 - Students, Staff Members

Peer Jury Members explain to their peers and maintain communication of progress made with the use of peer jury

Nov 02, 2020 to Dec 18, 2020 - Peer Jury Students, Peer Jury Advisors

Align Social Studies to NCSS topics around civic engagement including vertical articulation

Jan 11, 2021 to May 28, 2021 - Social Studies Committee

We will increase the amount of community performances around the diverse Edgewater Community and school

Oct 05, 2020 to May 06, 2022 - Music Teacher, Staff Members, Community Partner

We will increase opportunities for students to address the issues that are relevant to themselves through interventional public art* throughout the school and the diverse Edgewater community. (*Interventional Public Art: Thought provoking works, specifically made and planned in order to draw public attention to community and global issues)

Sep 01, 2020 to Jun 10, 2022 - Staff Members, Community Partners

Continue bi-weekly check-ins with classroom teachers using a Classroom Observation Tool, which will give informal feedback to staff related to student engagement, student choice, and student voice during instruction.

Sep 01, 2020 to Jun 10, 2021 - Administration

Obtain materials for the classroom and the library that support our emphasis on the NCSS standards around civic engagement inclusive of diverse learners and our ELL population

Feb 01, 2021 to Jun 01, 2021 - Librarian, classroom teachers, administration, Social studies Committee

Strategy 2

Provide additional professional development around trauma, peace circles, and restorative practice. (budgeted accordingly)

Aug 10, 2020 to Nov 06, 2020 - Principal SEL Committee Principal

On-Track Oct 13, 2020

Utilize essentials teachers for check-in system for at risk students students, and as safe spaces for students to self regulate.

Jan 04, 2021 to Jun 10, 2022 - Essentials Teachers, Counselor, Special Education Teachers

Further implement the school wide discipline system with regards to the use of Peer Jury as part of Social Emotional Learning practices at Swift.

Feb 08, 2021 to Jun 10, 2022 - Student Counsel Facilitators, SEL Committee, Administration

On-Track Oct 13, 2020

Continue to implement a Behavioral Health Team, which will provide additional strategies and accommodations for students that are exhibiting Tier 2 and Tier 3 behaviors.

Aug 24, 2020 to Oct 09, 2020 - Assistant Principal Case Manager Counselor

On-Track Oct 13, 2020

Continue to provide 60 minutes a week for Social Emotional Learning for all students using the SEL connections from the program ?Second Step? , talking circles, and other relevant topics based on the needs of all students.

Aug 17, 2020 to Jun 17, 2022 - Classroom Teachers, Staff Members

On-Track Oct 13, 2020

Purchase and provide all teachers, including ELL and SPED teachers, with all necessary materials for ?Second Step?.

Aug 17, 2020 to Sep 25, 2020 - Principal

On-Track Oct 13, 2020

Continue to work with Loyola University for individual counseling, group counseling in and out of school as well continued participation with our Behavioral Health Team.

Aug 17, 2020 to Jun 10, 2022 - Community Partners, Counselors, Principal, BHT Team

Clarify protocols for action and documentation of emergency situations and providing administrative feedback following each incidence of reported student misconduct to staff members

Aug 10, 2020 to Nov 13, 2020 - Principal, Assistant Principal Case Manager Counselor

Continue peer observation with an emphasis on restorative practices.

Jan 04, 2021 to Dec 10, 2021 - ILT and Full staff

Maintain or increase funding toward programming that celebrates student diversity. (examples - Chicago Children?s Choir, Kalapriya dance)

Aug 24, 2020 to Oct 05, 2020 - Principal

Obtain materials for the classroom, library, and music department that support and celebrate the diverse student population. (Foriegn Language and cultural texts, materials, and music).

Mar 01, 2021 to Jun 04, 2021 - Music Teacher, Librarian, Administration, Classroom teachers

Plan for a middle school team building field trip to reestablish relationships as middle school learners as related to the changing needs socially and emotionally of the age of the students.

Feb 01, 2021 to Apr 30, 2021 - Middle School Team Assistant Principal

Fully implement ?Team Building? (House Colors), quarterly competitions, strategic challenges, and competitions for middle school.

Aug 31, 2020 to Jun 17, 2022 - Administration Middle School Team Assistant Principal Essentials Team

Strategy 3

On-Track Oct 13, 2020

Identify Science Committee. Committee will survey available science curricula and evaluate them against Next Generation Science Standards and teacher experience to select (a) curricula(um) that will provide a vertically-aligned science education K-8 which will benefit all students including those with EL and diverse learning needs

Sep 08, 2020 to Sep 30, 2020 - Science Committee

On-Track Oct 13, 2020

Ensure that all staff members are provided with professional development related to Lucy Calkins reading curriculum being offered during the summer from the Chicago Literacy Group.

Jul 01, 2020 to Aug 21, 2020 - Administration

On-Track Oct 13, 2020

Purchase necessary materials to support the differentiated needs of science, social studies, and fine arts for all students including those with EL and diverse learning needs. (At times, students with EL or DL needs may need different materials to reach the same goals.)

Nov 23, 2020 to Dec 18, 2020 - Admin., School Clerk, Science Committee

Teachers attend necessary professional development around science to implement curriculum

Jan 04, 2021 to Jun 15, 2021 - Administration, Classroom teachers, Special Education Teachers, Science Committee

Plan and implement a school wide celebration of STEAM with Fine Arts Integration.

Nov 02, 2020 to May 13, 2022 - Science Committee, Essential Teachers, Math Committee, Classroom Teachers

Teachers promote the development of students' voice by incorporating ideas from growth mindset through the vertical alignment of the science curriculum.

Oct 05, 2020 to May 07, 2021 - Classroom Teachers, Special Education Teachers, EL Teachers, Essential Teachers

On-Track Oct 13, 2020

Establish a social science committee. SS committee will collect resources that will support K-8 teachers in aligning instruction to the ISBE Social Science Standards inclusive of the diverse learners and EL students

Aug 24, 2020 to Nov 06, 2020 - SS Committee

On-Track Oct 13, 2020

Committee creates a vertically-aligned scope-and-sequence of social science units for K-8 aligned to the ISBE Social Science standards that integrates the fine arts and the cultural diversity of the school community and identifies areas where curriculum materials will need to be purchased.

Dec 07, 2020 to Apr 23, 2021 - SS Committee

Purchase materials identified by the SS committee to support social science and fine arts instruction. (Special Education teachers and EL teachers will need additional materials.)

Apr 05, 2021 to Jun 17, 2021 - Administration

Provide professional development to staff to support implementation of new social science units and continue to make any necessary revisions to the school-wide scope and sequence of social science units.

Aug 23, 2021 to Jun 15, 2022 - Administration and SS Committee

Purchase updated library resources to support the science and social studies curriculum with an emphasis on materials to support EL and diverse learners

Mar 08, 2021 to May 21, 2021 - Librarian, Administration

Expand staff and students knowledge of library resources to support various curriculum

Jan 11, 2021 to Jun 15, 2021 - Librarian

The essentials programming will continue to integrate curricular connections to science and social studies.

Sep 09, 2020 to Jun 15, 2022 - Essential teachers, Classroom teachers

Arts Magnet Lead teacher will offer professional development and support for arts integration for classroom teachers in order to employ arts techniques and approaches in their classrooms.

Sep 06, 2021 to Dec 17, 2021 - Art Magnet Lead Teacher

Essentials Team teachers will plan and implement maker space opportunities for all students

Jan 11, 2021 to Jun 15, 2022 - Essentials Teachers

In collaboration with the Network, establish a Bilingual Leadership Team which will oversee consistent instructional practices for English Language Learners in all classrooms

Jan 04, 2021 to Feb 24, 2021 - Teachers Administration Network 2 ISLs

Establish and recruit teachers to me members of the Bilingual Instructional Leadership Committee

Sep 08, 2020 to Sep 30, 2020 - Administration Bilingual Coordinator

Provide professional development for classroom teachers regarding Dual Language instruction and setting up classrooms to celebrate the languages of students in the classrooms increasing multi-lingual awareness.

Sep 08, 2020 to Jun 15, 2021 - Administration Carmen Velez, Network 2 ISL Karen Tellez, EL Specialist for Network 2

Provide professional learning opportunities for teachers with Spanish Endorsements to attend workshops and conferences to better their knowledge and skill sets with instructing students in their native language of Spanish.

Sep 08, 2020 to Jun 15, 2021 - Administration

Host parent meetings in the Auditorium for parents to communicate current instruction of our EL Learners and goals for a Dual Language Program at Swift that will grow by a grade level yearly.

Sep 08, 2020 to Jun 15, 2021 - Administration Carmen Velez, Network 2 ISL Karen Tellez, EL Specialist for Network 2

On-Track Oct 13, 2020

Review teacher's lesson plans to ensure that WIDA Standards and Can Do Descriptors are present for English Language Learners in all Core Subjects.

Sep 08, 2020 to Jun 15, 2021 - Administration

Establish a school-wide professional learning community on Dual Language through the purchase of a professional text for all teachers. Professional discussions of the text will be facilitated during grade level meetings.

Sep 08, 2020 to Jun 15, 2021 - Administration Bilingual Instructional Leadership Team Bilingual Coordinator

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.

Swift teachers use NWEA, ACCESS, STAR, IAR, Algebra, formal, and informal data to progress monitor priority groups of students in relation to their academic achievement. In addition, data is shared by the Network, which is shared and discussed during grade level team meetings. This data collected assists teachers in forming ability groups for differentiation in the classroom. In addition, our MTSS Program continuously monitors students who are not Tier 1 and provide additional accommodations and interventions for these students in the classroom. These students are progress monitored through AimsWeb with data being shared with the teachers and personnel who work with the students during small group instruction outside of the classroom.

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

All staff use summative, formal, and informal assessments along with daily learning objectives tied to CCSS to progress monitor their students for academic achievement. Teachers continuously check for understanding during instruction and use data to form ability groups for differentiated instruction. Teachers conference with their students to make them part of the educational process as well. Students set

academic and attendance goals with their teacher and have discussions about their assessment data and what they need to do to achieve their goals quarterly.

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.

Our Instructional Leadership Team helps provides the professional development for our teachers. In addition, members of our staff have attended professional development in Literacy and social-emotional learning and present professional development to the entire staff. Every professional development that our staff provides corresponds to our priorities of our CIWP.

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).

Loyola University hosts a mentoring program with our intermediate students chosen by their classroom teachers one a week for an entire year. These mentors establish a relationship with our students and help them with academics and social-emotional learning. Swift provides both individual and group counseling to students who have been identified by their teachers to support their social-emotional well being. For more intensive counseling supports, we have established a partnership with Loyola Family and Counseling Services for both individual and family counseling support as needed. Our School Counselor, Ms. Stephanie Peterson collaborates with our middle school students to assist them with high school transition through GoCPS.

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

All staff at Swift School are highly qualified and have the necessary endorsements to teach their core subjects to their students. Swift has always been a school in good standing with rich diversity of students from all over the world. This abundance of diversity attracts teachers city-wide to want to work at Swift School.

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.

The administration collaborates with our Instructional Leadership Team to provide on-going professional development to teachers throughout the year based on the priorities of our CIWP. The administration allow staff to attend professional development and come back to share new strategies learned with teachers as well.

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

Staff at Swift have created various committees to increase parent involvement throughout the school year. These committees plan parent events such as Curriculum Night, Literacy Night, STEM Night, Fine and Performing Arts Night, and our school musical. Administration has created a parent committee that translates correspondences from the school to native languages such as Spanish, Bosnian/Serbian, Croation, Tamil, French, Yoruba, Nepalese, and Arabic for parents to understand what is happening in their child's classroom and upcoming events for parents to engage in. Finally, Swift has created a partnership

with the Chinese Mutual Aid Association to offer free English classes to our parents twice a week in the Cafeteria.

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.

Swift School receives on-going assistance from OECE, which collaborates with pre-school staff on getting students ready to transition to full day kindergarten. Special education and regular education teachers in our Blended Program collaborate with the Case Manager and kindergarten teachers to create IEPs for students who need additional academic speech, OT, PT, and social-emotional support in kindergarten as needed.

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.

Swift staff use assessment data to drive the instruction of their students at every grade level. Teachers create unit plans with pre/post assessments to determine growth of each unit taught. Pre-assessments help the teachers with ability grouping for differentiation of instruction. Administration collaborates with teachers to create and approve an Assessment Plan yearly, which will give us beginning, mid-year, and end-of-the- year data for growth as well as the use of AimsWeb to progress monitor students who are in Tier 2 and Tier 3 levels as part of our MTSS Program.

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.

Swift has an established MTSS Program to assist students both academically and social-emotionally at school. Teachers identify students and work closely through the MTSS Program to use scientifically based interventions in small group to work on the standards that students are struggling with. Our essential teachers (Music, Library, Computer, and Art) work with small groups to help teach integrate these interventions daily with students. Students in Tier 2 are progress monitored bi-weekly and students that are in Tier 3 are progress monitored weekly through the AimsWeb assessment. Data is shared with the classroom teachers to track whether or not the interventions are working or not. With regards to social-emotional assistance, Swift provides both individual and group sessions for students who have been identified by their teachers as needing this support as well. Swift also has a partnership with Loyola University to provide out-of-school- counseling to students who require more intensive support. Loyola counselors collaborate with the Swift Counselor and classroom teacher to share information and progress of sessions as well as build consistency between home and school with the parent.

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.

Swift has a partnership with our Alderman, Harry Osterman, who provides the BAM (Becoming A Man) Program to our middle school students. This violence prevention program works with middle school males that have been selected by their teachers to teach character education as well as conflict resolution. in addition, Swift integrates Second Step into its curriculum school-wide weekly for our students to learn about character traits, study skills, and conflict resolution. Staff have been trained and continue to implement restorative practices with talking circles, peace circles, calm corner, and shared agreements in

our move to remove punitive practices from our school. Our Partnership with Chinese Aid Association hold free adult education English classes for our parents every Tuesday and Thursday in the Cafeteria.

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.

Swift's Parent Advisory Committee and Bilingual Advisory Committee both gave input on creating the new Parent and Family Plan for the next CIWP. Both committees have continued to meet to find creative ways to increase parent engagement at the school. At Swift, parents are vital stakeholders in the development of both instruction and culture and climate. When meetings take place, parent input is listened to and acted on accordingly to move our school forward. The direct result of this collaboration has resulted in an increased membership to both committees as well as overall participation in the school.

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

On October 13, 2020 at 8:30 am, Swift held its virtual Annual Title 1 Meeting. During this meeting, the administration informed the parents of the following information: Swift CIWP, Title 1 Parent Involvement Budget Plan, Title 1 Parent Involvement Policy, Swift's Title 1 Parent Compact, Swift's Title 1 Parent Funds Budget, Title 1 Parental Involvement Guidelines, and allowed parents the opportunity to fill out the Title 1 Parent Meetings Evaluation Form. On November 10, 2020 at 9:00 am, Swift held its virtual Annual Parent

Advisory Committee Organizational Meeting. At this meeting, PAC officers were elected, the PAC set their meeting dates for the school year. There was also an approval of the Title 1 Parent Involvement Funds. All parents were invited to these events 10 days before the meeting occurred through the distribution of a flyer that went home as well as a robocalls and invites through CPS emails that were scheduled to invite parents to both meetings. The administration also displayed the agenda for the meetings in the hallway for parents to view at least 10 days before the meeting. In future years, the meeting agenda will also be posted on the doors to the school?s main entrance to ensure that as many parents as possible know about these meetings.

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 administration collaborates with the officers of the PAC and BAC to help create the agenda for each meeting as well as invites for parents. Copies of the invites are made in the Main Office and sent home with students at least 5 days in advance. In addition, all information regarding parent meetings are placed on our school website and school Facebook page to inform parents of meeting dates and times. the administration makes sure that the Auditorium or Cafeteria are available for PAC meetings. All BAC meetings take place in room 107. In addition, the administration invites all parents to a State of the Union presentation to inform parents of instructional focus for the school year, new protocols for parents, and new ways in which parents can become more engaged in their child's learning. Feedback from this presentation is discussed and acted upon by the administration accordingly. Updates are shared at the monthly PAC Meetings.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

As results become available Swift School will distribute assessment information to parents. Letters will be sent home offering parents an opportunity to set
up an appointment with teachers, counselor and administration for discussion if needed.

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

All staff that work at Swift School are highly qualified and possess the necessary endorsements to teach the curriculum at their respective grade level. If, for any reason, a teacher is not "highly qualified", parents will receive notification by mail and a letter will be sent home to the teacher's students.

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.

Information regarding clarification of standards and assessments are shared with parents during the State of the Union presentation at the beginning of the school year by the principal. in addition, during PAC, BAC, or Title 1 meetings, Swift's Counselor will continue offer a presentation to parents present to provide information on academic standards,
assessments, high school transition, and requirements of Title 1. The information will be posted on the school website and sent home with students via multi-language flyers.

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.

Swift staff have collaborated and formed a partnership with the Chinese Mutual Aid Association to provide free English classes to our EL parents throughout the school year. These sessions will occur in our Cafeteria twice a week beginning in September. Also, all parents are invited to our numerous parent engagement activities such as Literacy Night, STEM Night, Curriculum Night, Report Card Pick Up, and Fine and Performing Arts Night to learn academic strategies from our teachers as well as celebrate the learning that their children are engaged in.

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 Swift, our staff understands the contribution that parents make to their child's education. Before school presentations inform parents of the instructional focus as well as new protocols to ensure safety of staff, parents, and students. Administration answers all questions and works with the PAC and BAC to update parents on current events, and to inform them that their feedback is being acted upon. Teachers push our parents to be cleared in the Civicore System to allow them to volunteer in the classroom as well as chaperone on field trips. The administration will continue to work with PAC, LSC, and BAC to create additional ways to build relationships with parents to continue to increase our culture and climate of our school.

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.

Swift School continues to offer full day preschool as well as a blended preschool program. The administration continues to collaborate with the Office of Early Childhood to ensure that high quality instruction and all compliance standards are met. Staff encourage parents to volunteer in the preschool program and to chaperone field trips when they occur. All parents are invited to family engagement activities throughout the school year to better their skill set and to learn new ways to work with their children academically at home.

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.

The administration collaborates with parents to help translate all information regarding family engagement activities and monthly bulletins in a variety of languages: Spanish, Bosnian, Serbian, Croatian, Tamil, French, Yoruba, Nepalese, and Arabic. These languages make up the majority of our parent population to inform them accordingly on what is happening at the school. In addition, messages sent through Blackboard connect also translate administrative messages to various languages as well for parents. Also, Swift staff speak multiple languages and are available for translations as needed.

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.) Swift Community collaborates with students and parents by continuously reflecting on progress, focusing on learning needs and data, while monitoring and adjusting instruction for individual success. We celebrate the diversity of our community by integrating fine arts and social emotional learning to educate the whole child.
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. Swift School hosts individual teacher-parent conferences for the first and third quarter for report card pick-up. This year, the Middle School students ran their own report card conferences with their parents using student binders that the students maintained throughout the school year. Many staff communicate with parents using various applications. When a parent requests a conference, our teachers scheduled and have the parent come in to address any issue.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Every 5 weeks, parents are given a progress report to monitor their child's progress before report cards are issued. In addition, virtually all staff communicate with parents through various applications to inform parents of their child's progress while answering any questions that parents may have. Parents are also enrolled in Parent Portal, which gives parents continuous information regarding attendance and grades.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. At Swift School, parent participation is our strength. The school has an open door policy with parents, and the administration regularly speaks with parents on a daily basis. Our staff uses many applications to

communicate to parents daily, and keep them informed of their child's progress and behavior during school. In addition, teachers communicate with parents daily through the student planners to help parents know what homework assignments their students have to do on a daily basis. When the need arises, parents are able to schedule conferences with parents to address any issue either before or after school.

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.

At Swift School, parents are vital stakeholders to the success of our school. Staff regularly ask parents to volunteer, and when vetted through Civicore are able to volunteer with the teacher as either a Level 1 or Level 2 volunteer. Members of our Local School Council volunteer daily both inside and outside of the school to ensure that our students get to class daily on time. Swift has a very active Parent Advisory Council and Bilingual Advisory Council that works with administration on making decisions that impact our school and the children's classrooms. Finally, Swift has an active Friends of Swift Committee that actively raises funds for the school and invites parents to participate in school activities.

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

Students are issued agenda books at the beginning of each academic year, where students keep track of their work and homework assignments. Parents
are encouraged to sign them daily to ensure that students are doing their work in a timely manner. In addition, parents are encouraged to use the Parent portal to monitor student progress. Swift teachers communicate daily with parents about the content of what their students are learning. Parent conferences are scheduled if the need arises to immediately solve any issues that may be occurring with a child's instruction or behavior in the classroom.

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

Parent's feedback are solicited and encouraged during PAC, BAC and LSC meetings. As CIWP and budget meetings are held, parents are always invited
to attend. Parents are invited to collaborate with the administration regarding the completion of the Parent Compact and Family Engagement portions of the CIWP. Monthly parent newsletters
are posted on the website and a hard copy is sent home to keep parents informed about instruction as well as the budget. Finally, the administration teams up with our parents to send home letters to parents in the following languages to build communication: Spanish, Bosnian, Serbian, Croatian, Tamil, French, Yoruba, Nepalese, and Arabic.

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 are encouraged to use the student portal to monitor attendance and grades. There is a school positive school wide incentive point system in place
to encourage student to have good grades, attendance and positive behavior. Teachers and administration share test scores, the BAG (behavior,
attendance, and grades) report with students and conference with students to set short and long term goals. in our Middle School grades, students create Leadership Binders to set goals and progress monitor their core subjects and attendance. The direct result of this is having our Middle School students lead their own parent conferences during report card pick up.

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.**
>
> Parents will receive in-service information regarding: High school transition, family services, and obtaining access to the parent portal, . Parents will also partake in trainings that will give them the tools to work with the children at home with their academics.

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

Account(s)

Description

Allocation

Account	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.	$2981.00
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