

Harriet E Sayre Elementary Language Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/30/2020	Kim Jordan, Tara Exarhos, Lori Pelc, Katharine Ragozzino	SEF ratings
02/05/2020		

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
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Leadership for School Improvement Grade Level Team Meeting agenda and notes ILT agenda and notes Informal walkthrough and feedback Record of professional learning plans Grade Level Planning days Plan-a-palooza
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** BOY ILT PD session Curiosity PLC Teacher observations Planning Days Summer PD sessions New Behavior Health Team Community Partnerships

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- 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
- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** Tier 1 Curriculum Resources- Math Envision supported by Number Corners and Bridges math, Ed tech supports in IXL Math and Kahn Academy; ELA Fountas and Pinnell Classroom Mini-Lesson K-6. Novel studies. Texts and Lessons and Non-fiction texts. Updated scope and sequence in ELA K-8.
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** A summary of the activities is as follows: There was evidence of small group instruction (50%). The tasks students were engaged in varied, with some being cognitively demanding (25%). There was some evidence of high-quality instruction that reflected strong communication, strong questioning practice and engaging students in thinking. Trends in observation data show that there is a range of the use of the instructional block. Some classrooms maximize (25%) the full block while a significant loss of instructional time is evident in other classrooms. Teachers are beginning to implement strategies that increase student level of engagement and collaboration.
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 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
 - 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
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners

- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** The accommodations for diverse learners were infrequent. On the plus side, our grade level agendas include analyzing data; conversations around assessments and high quality questioning throughout the lesson. We have implemented a k-8 Pearson math curriculum that aligns assessments and includes supports for diverse learners. Working on aligned units and building high quality common assessments.
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 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)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 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)
 - 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)
 - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
 - 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 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)

- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 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)
- **Evidence:** Inconsistent implementation of MTSS intervention Clear MTSS protocol and handbook Small group of students K-2 are receiving consistent supports Social Worker is pulling students as a targeted interventions. School counselor provides additional SEL supports Community partnerships with Lutheran Family Services and Lurie Hospital
- 2 - Transitions, College & Career Access, & Persistence
 - 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 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
 - **Evidence:** Students attend high school fairs The counselor supports the high school application process City of Learning profiles to explore interest areas

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Improved 5 Essentials Surveys metrics in Teacher-to-Teacher trust
Colleagues are coming together Social activities, improved feeling of collegiality
Peer Observations
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Sayre offers a wide range of extracurricular activities including after school academic or enrichment classes, athletics, and student council. Sayre has partnered with community groups to offer Community Learning days, where students have opportunities to select learning activities connected to student interests. Some middle school students are members of Peer Conference team where they mediate student disagreements. Members of the Student council are active in creating policy to encourage positive student behaviors. Student are members of the hospitality team.
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Behavior Health Team 5 Essentials Survey improved results Trauma informed training Calm Classroom ambassador Safety Hold trained staff members
Emergency procedures in place and practiced
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 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:** Expansion of Kickboard 3-8th grade Reflective conversations with students The decrease in Level 3 and 4 behavior infractions
- 3 - Family & Community Engagement
 - 3 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 3 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:** Abundance of family engagement Active FFO Community Partnerships Grants for increased opportunities. onthly BAC and PAC (?) meetings Saturday Parent Workshop with childcare Open House with opportunity to register for Parent Portal with support Math and Science Night Reading Night Grade Level Principal Meetings to inform parents to communicate attendance expectations and incentives, grades, High school application process, behavior, assessment scores, promotion policy, homework importance, Parent/Student Handbook, NWEA and Dibels data Parent volunteer opportunities:

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	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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
Vision: NWEA Attainment G2-8 (Math) Student attainment percentiles have, on average stayed at the 40th percentile. Our school-wide focus on providing more rigorous Tier 1 math instruction, with a focus on developing strong math fluency in grades K-5, will lead to stronger student performance.	Overall		60.15	64.41
	African American Male		50.35	57.88

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math) According to 18-19 students, none of our 2nd grade Latina Female students attained (50th percentile). Through targeted instruction and a more robust formative assessment system, we look to improve student supports and performance.	Overall		50.64	62.45
	Latina (Female)		34.43	51.64
Vision: NWEA Attainment G2-8 (Reading) We are focusing on EL students to support reading proficiency because they are the lowest-performing of our student subgroups	Overall		65.00	68.00
	EL		51.28	59.00
Vision: NWEA Attainment G2-8 (Reading) We are focusing on African-American female students to support reading proficiency because they are slightly below other student subgroups .	African American Female		59.00	64.00
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We would like to achieve Well Organized by improving 5Essentials components in Effective Leadership and Supportive Environment.				100.00	100.00

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...	evaluate our current assessment culture/practices to determine trends in teacher practices, and we design professional learning that advances teacher assessment practice using school data;
Then we see...	teachers develop a variety of common high quality grade-level assessments and assessment practices to inform future instruction by both teachers and students.
which leads to...	a 30% increase of teachers from baseline data showing evidence of more consistent use of assessments in lesson plans to monitor and improve student learning across a variety of modalities and formats, As well as students having opportunities to exercise choice in demonstrating their understanding, and to shape, monitor and reflect upon their learning.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (Postponed) Design Assessment survey to gather baseline data of current assessment strategies. Tags: • (Postponed) Teachers complete the assessment survey during a grade level meeting. Tags: • (Not started) Design a Professional Development plan on Assessment based on teachers surveys, and assessment samples and identify providers Tags: • (Postponed) Provide initial professional development on assessment balance, design, and practices. Tags: • (Postponed) Design a common assessment with grade level partners for an upcoming unit and determine a due by date. Tags: • (Postponed) Evaluate student data and assessment practices from common assessment created Tags:

	<ul style="list-style-type: none"> • (Postponed) Quarterly working sessions to evaluate and create high quality, grade level aligned assessments and begin compiling assessment banks. <p>Tags:</p>
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Strategy 2

If we do...	begin collaborating in cross-curricular planning and instruction, design professional learning that provides teacher?s with an understanding of how to create multiple entry points for students, and develop student centered, high-level tasks.
Then we see...	teachers who provide more culturally relevant and high-level academic tasks that offer multiple opportunities for different levels of understanding and end products, and students engaged in high-level academic tasks that require them to develop 21st Century Skills. We will also see higher levels of instructional leadership (Teachers Supporting Teachers, Empowered Schools, IB Framework, P-2 Balanced Literacy, project-based learning, technology integration).
which leads to...	an overall student attainment increase of 16% in both reading and math on the NWEA 2021 Spring Assessment, an increase in self-reported student grit and rigor on the 5E survey, and an increase in teachers engaging the students in high cognitive engagement tasks evidenced on our SEL Engagement survey.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Identify a team within the school specializing in unit planning Tags: • (Not started) Offer professional development on backwards design to unit planning team (McTighe) Tags: • (Not started) Unit planning team trains staff on backwards design unit planning Tags: • (Not started) Optional Saturday unit planning sessions with unit planning team feedback Tags: • (Not started) One grade level meeting with your entire team each month to cross-curricularly plan

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) 2 unit plans completed for each teacher by the end of the yea <p>Tags:</p> <ul style="list-style-type: none"> (Not started) 4 Unit plans from each teacher posted to the school website <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Professional Learning Committee on Creating Innovators by Tony Wagner <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Expand teacher leadership opportunities to provide coaching and collaborative opportunities around instructional learning cycles. (PLC, MCL) <p>Tags:</p>
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Strategy 3

If we do...	develop and train a strong MTSS team/leader, with clear and consistent guidelines for referrals, research-based interventions, and student progress monitoring,
Then we see...	consistent baseline criteria for identifying necessary Tier-2 supports for every grade level, with a focus on students in primary school for the 2020-2021 school year; and a 30% increase in teachers actively participating in a system of referring students based on their needs as identified by qualitative and quantitative assessment data, with fidelity.
which leads to...	Early identification of and provision of consistent research-based supports for primary students in the first cohort in need of Tier-2 and Tier-3 interventions
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) Analyze data from Google Classroom/online learning for early-identification of students in need of support. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop an MTSS team with dedicated leader, responsible for gathering baseline data, progress monitoring, and communication with all parties involved. MTSS lead will maintain consistency of schedule and fidelity of programming for MTSS team initiatives.

Tags:

- (Not started) Develop a clear system for referrals of students who require Tier-2 and 3 intervention and exit criteria. . Communicate system to teachers at beginning of year PD.

Tags:

- (Not started) Devise a system for consistent data collection and analysis, with frameworks and guidelines regarding needed Tier-2 and Tier-3 interventions. Train teachers in the use of this system for referrals.

Tags:

- (Not started) Collect baseline data on schoolwide in math and reading using common grade-level assessments TBD.

Tags:

- (Not started) Train interventionists in intervention system to be started by October, 2020 (possibly KTEA assessment, Bridges Math Intervention, Fountas & Pinell, LLI). to consistently provide intervention

Tags:

- (Not started) Implement intervention strategies in the classroom, using intentionally differentiated small group lessons and progress monitor student growth.

Tags:

- (Not started) Teachers and providers/case managers will collaborate at grade level meetings every five weeks to monitor progress. Communicate progress with all stakeholders, and determine whether interventions/supports are still needed, or whether student should exit intervention program. (Fluidity of individual needs of students).

Tags:

- (Not started) Continuously collect school-wide data quarterly to determine new referrals and exit of students from intervention program.

Tags:

- (Not started) Assess success and effectiveness of program to make revisions.

Tags:

Strategy 4

If we do...	If we provide sufficient training that provides for the development of school-wide language, tools and strategies to implement restorative practices for our Behavioral Health Team and for our staff
Then we see...	the development of a formalized behavior management/support system that includes common goals, language and protocols that provides support for students, the adoption of preventive and restorative measures to minimize disruptive behaviors, as well as a streamlined culture of communication that prioritizes feedback and follow through to all stakeholders.
which leads to...	implementation of a formalized behavior management and support system, a decrease in persistent student infractions as reported by internal data (Aspen, Student Logger) and an increase in student support as reported by student perception data on the 5Essentials survey.
Budget Description	
Tags	
Action steps	

Action Plan

Strategy 1

Postponed Dec 08, 2020

Design Assessment survey to gather baseline data of current assessment strategies.

Aug 31, 2020 to Oct 01, 2020 - ILT

Postponed Dec 08, 2020

Teachers complete the assessment survey during a grade level meeting.

Oct 01, 2020 to Oct 31, 2020 - Teachers

Not started Dec 08, 2020

Design a Professional Development plan on Assessment based on teachers surveys, and assessment samples and identify providers

Nov 13, 2020 to Dec 03, 2020 - ILT

Postponed Dec 08, 2020

Provide initial professional development on assessment balance, design, and practices.

Dec 04, 2020 to Dec 04, 2020 - ILT

Postponed Dec 08, 2020

Design a common assessment with grade level partners for an upcoming unit and determine a due by date.

- Grade Level Teams

Postponed Dec 08, 2020

Evaluate student data and assessment practices from common assessment created

- Grade Level Teams

Postponed Dec 08, 2020

Quarterly working sessions to evaluate and create high quality, grade level aligned assessments and begin compiling assessment banks.

- Grade Level Teams

Strategy 2

Identify a team within the school specializing in unit planning

Jun 01, 2020 to Jun 18, 2020 - ILT

Offer professional development on backwards design to unit planning team (McTighe)

Jul 01, 2020 to Aug 22, 2020 - ILT

Unit planning team trains staff on backwards design unit planning

Aug 31, 2020 to Sep 04, 2020 - Unit team

Optional Saturday unit planning sessions with unit planning team feedback

Sep 01, 2020 to Jun 30, 2021 - Unit team/teachers

One grade level meeting with your entire team each month to cross-curricularly plan

Sep 02, 2020 to Jun 18, 2021 - Admin

2 unit plans completed for each teacher by the end of the year

Sep 04, 2020 to Jun 19, 2021 - Teachers

4 Unit plans from each teacher posted to the school website

Sep 04, 2020 to Jun 24, 2022 - Teachers

Professional Learning Committee on Creating Innovators by Tony Wagner

Jan 11, 2021 to Jun 11, 2021 - Charmelo

Expand teacher leadership opportunities to provide coaching and collaborative opportunities around instructional learning cycles. (PLC, MCL)

Jul 01, 2020 to Jun 18, 2022 - Admin

Strategy 3

Analyze data from Google Classroom/online learning for early-identification of students in need of support.

Jun 30, 2020 to Aug 28, 2020 - MTSS Team

Develop an MTSS team with dedicated leader, responsible for gathering baseline data, progress monitoring, and communication with all parties involved. MTSS lead will maintain consistency of schedule and fidelity of programming for MTSS team initiatives.

Jun 01, 2020 to Jul 01, 2020 - Admin

Develop a clear system for referrals of students who require Tier-2 and 3 intervention and exit criteria. . Communicate system to teachers at beginning of year PD.

Jul 01, 2020 to Sep 30, 2020 - MTSS Team

Devise a system for consistent data collection and analysis, with frameworks and guidelines regarding needed Tier-2 and Tier-3 interventions. Train teachers in the use of this system for referrals.

Jul 01, 2020 to Sep 30, 2020 - MTSS

Collect baseline data on schoolwide in math and reading using common grade-level assessments TBD.

Aug 31, 2020 to Sep 11, 2020 - Teachers

Train interventionists in intervention system to be started by October, 2020 (possibly KTEA assessment, Bridges Math Intervention, Fountas & Pinell, LLI). to consistently provide intervention

Aug 31, 2020 to Oct 31, 2020 - MTSS

Implement intervention strategies in the classroom, using intentionally differentiated small group lessons and progress monitor student growth.

Aug 31, 2020 to Oct 31, 2020 - Teachers

Teachers and providers/case managers will collaborate at grade level meetings every five weeks to monitor progress. Communicate progress with all stakeholders, and determine whether interventions/supports are still needed, or whether student should exit intervention program. (Fluidity of individual needs of students).

Aug 31, 2020 to Nov 30, 2020 - Admin

Continuously collect school-wide data quarterly to determine new referrals and exit of students from intervention program.

Sep 01, 2020 to Jun 30, 2022 - MTSS

Assess success and effectiveness of program to make revisions.

Jan 04, 2021 to Apr 30, 2021 - Admin

Strategy 4

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

The school instructional leadership team conducts a deep data diagnosis that reveals needs in organizational and instructional programming at the end of the school year. An official Annual meeting will be held on Tuesday, September 22nd 2018 at 8:00 AM, to discuss and review NCLB, Title I school parental involvement plan.

An Organizational Meeting will be held on Tuesday, October 13 2020 at 8AM to define the role of the NCLB Committee members, and Title I budget and requirements. During this meeting, the new PAC Title I committee members will be nominated and

elected. In addition, a schedule of the 2021-2022 school year NCLB/PAC meetings will be established.

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

The 2020-2021 CIWP prioritizes the implementation of systems that provide high levels of supports to students at various levels of academic achievement. As a core priority, developing our Multi-Tiered Systems of Support with articulated curricular resources, support personnel to provide instruction at varying intensities and the allocation of supplemental instructional resources to improve student outcomes.

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 strategies this coming school year focus on the implementation of the balanced literacy framework that promotes the development of strong fluency, language, oracy, and comprehension skills. In math, we are working to fully align our teaching practice to adopt the shifts in the common core. We are implementing components of the TRU math dimension with a specific focus on teaching students to show their thinking and to persevere through problem-solving. Our focus is also on building and implementing a robust assessment system that captures timely data on strengths and growth areas of student understanding of standard-based concepts. The data around assessments will inform instruction and help us find ways to create entry points for students who struggle.

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).

As part of our MTSS priority area, we are developing systems to identify students requiring more intensive supports, articulating research-based interventions and providing for monitoring of progress through our Behavioral Health Team. We will also secure the services from community agencies to provide mental health support and implement social-emotional instruction to students. Our counselor will continue the work of creating and executing a counseling program that provides opportunities to explore college and career options.

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

We take advantage of the Opportunity School Status provided by the district. This enables administrators to take part in a PLC around recruiting and supporting high-quality teachers. We also engage in partnerships with regional universities to interview high-quality candidates. We also build an interview protocol that vets candidates through a collaborative process with multiple stakeholders. We are also building systems for distributed teacher leadership to support teacher retention.

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.

We use cycles of inquiry to address data-informed problems of practice in our building. From identified priorities, we allocate resources and personnel to build out a year-long professional learning action plan

that is executed each school year. A combination of in-house and external providers are secured and learning is differentiated to target capacity gaps with our staff members.

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

Each year we provide services and resources to promote literacy. We have a back-to-school event that partners with the Chicago Public Library and Heinemann books to offer families access to high quality books. We will be providing a summer reading list to launch our 2018-2019 reading program. Parents also receive information in support of literacy through our annual parent conference provided by the Parent Advisory Council. We also have a home connection lending library for our primary grades.

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.

We use cycles of inquiry to address data-informed problems of practice in our building. From identified priorities, we allocate resources and personnel to build out a year-long professional learning action plan that is executed each school year. A combination of in-house and external providers are secured and learning is differentiated to target capacity gaps with our staff members.

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.

The Instructional Leadership Team and members of the PPLC will collaboratively work on the assessment plan for the 2018-2019 school year. We also conduct an assessment vote to determine best practice, quantity, and quality of assessments for the upcoming school year.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

One of our priority areas in the CIWP is creating a stronger MTSS system. We will be using various assessment tools to identify and monitor the progress of students performing below their academic grade levels. We will also employ the service of an academic interventionist to provide small group instruction at various times during the school week.

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.

The school will continue to screen students to provide early intervention resources and to connect families with related service personnel to provide specialized educational services to children with disabilities, ages 3 - 5. In addition, families may request information about appropriate expectations for children's development. We will strengthen our parent involvement by providing workshops for academic and social-emotional support for their child. A parent liaison to engage parents and meet needs through a needs assessment. We also provide parents with a lending library and resources to promote healthy habits.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The ESSA review will take place in September by the school Principal. The Sayre Parent Involvement views parents as partners in the work of education. Parents act as volunteers in support of various academic and non-academic programming formally through the Friends and Family Organization as well as on an informal, class by class basis. We promote communication with parents via multiple avenues such as email, newsletter, school website, and flyers.

We solicit parent voices via quarterly surveys and meetings to assess our school programming to review for improvements.

By providing workshops and speakers we endeavor to strengthen parents' capacity for strong parental involvement. Our goals for improving parental involvement at Sayre include

Identify barriers to greater participation in parent and community activities;

Engaging parents in improving student attendance rates

Quarterly grade band meetings to address issues specific to grade-level contexts.

Improve parent feedback outcomes on the My School, My Voice Surveys

with the school according to the school's Principal Performance and

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Annual Title 1 Informational Meeting will take place during the open house in mid-September of 2020 in the auditorium as led by the administration. The Annual

Organizational Meeting will take place in October during a family engagement event in the auditorium.

Consultants will be used to provide content for the meetings as well as

guidance. Parents will be provided with training opportunities through workshops provided in English and Spanish. The parent workshops are designed to provide parents with strategies for improving student academics, behavior management, time management, and organizational strategies.

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 Principal will conduct Coffee with the Principal parent meetings on the first Tuesday of every month to highlight the progress of students and events at Sayre. This will also be a platform to hear and attend to parent concerns. The principal writes a weekly parent newsletter to connect the Sayre community. Regular PAC meetings will also be scheduled and conducted to further parent involvement goals.

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.

Sayre will provide parents with their child's Progress Reports on the 5th, 15th, 25th, and 35th weeks of school year; We will provide Report Cards 10th, 20th, 30th, weeks as well as the last day of the school year.

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.

The administrative team will keep current records of teacher endorsement and ensure that parents are notified via letter of the status of teachers who are not highly qualified

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 summaries of our academic scope and sequence via newsletter and our school website. We also conduct a Back-to-school night/Curriculum night where we showcase the learning experience of the child. Teachers also provide parents with the results of assessments in parent reports that accompany progress reports and report cards. Parents are also encouraged to engage in monitoring student progress via Google Classroom, Aspen and Class Dojo.

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

Parents will have opportunities to engage with the school during our summer programming, our Back to School Social and our beginning of year Open House. Regular opportunities include Report Card Pick-Up Days for Kindergarten through 8th grades students. Family events such as Math and Science Night, Literacy Night, International Festival. Parents can also meet with teachers based on availability between 7:00am and 7:30am. Parents may request appointments in person at the office, with a written note, or a

phone call. Parents also have the option to consult with teachers through the CPS Parent Portal, Class Dojo or Kickboard.

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.

Parents will be provided with training opportunities through workshops provided in English and Spanish. The parent workshops are designed to provide parents with strategies for improving student academics, behavior management, time management, and organizational strategies.

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.

Improving parent involvement is a feature of our institute days professional learning series held each year in August. Teachers also receive school expectations on communicating with parents in the Staff Handbook. Time will also be allocated for teachers to maintain parent communication logs as part of their professional responsibilities during prep time.

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.

Each year we provide services and resources to promote literacy. We have a back-to-school event that partners with the Chicago Public Library and Heinemann books to offer families access to high-quality, culturally diverse books. We will be providing a summer reading list to launch our 2021-2022 reading program. Parents also receive information in support of literacy through our annual parent conference provided by the Parent Advisory Council. We also have a home connection lending library for our primary grades.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

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

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

n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Sayre has committed to adopting instructional frameworks that ensure high-quality teaching and learning. In the primary grade K-2 teachers employ the Balanced Literacy Framework to ensure a balanced and robust literacy diet. In the upper grades, teachers employ a modified Balanced Literacy framework that prioritizes modeled direct instruction, independent reading and writing. We also provided budget for planning and collaboration amongst teachers and purchase researched-based resources to supplement our curriculum

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.

We hold parent-teacher conferences twice a year to review student progress on Report Card Pick Up day. Parents are also able to make appointments to meet with teachers independently

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

Parents are provided with progress reports every 5 weeks for the duration of the school year. Teachers also maintain accurate records on Aspen and email progress to parents.

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

Parents can schedule appointments to meet with teachers, are provided with teacher's work email and can meet teachers at school-wide family engagement events such as Math Night and Reading Night

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

Parents are able to volunteer by signing up through the parent volunteer portal. Duties include but are not limited to chaperoning field trips, serving as a room parent or volunteering at a family engagement event.

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

PAC will provide opportunities to learn about how to support their child.

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

The principal will engage parents during Coffee with the Principal, as well as conferring information and progress during the bi-annual State of the School address

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).

We run programs to convey the importance of good attendance. Students also are equipped with strong school-going dispositions during Morning Meeting and advisory. Students work to maintain a strong school identity and pride in performing well in school.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

The PAC will focus on a particular student group to promote stronger parent involvement as an intervention strategy. For the next school year, strengthening parent involvement in grades 3-5 parents to support students will be our goal. We will provide parents with resources and workshops on how to support students from primary to intermediate grades. We will conduct our Title informational meeting in September and our Organizational Meeting in October. We will hold concurrent meetings during school family engagement events to attract the highest number of parents.

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.	\$500.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$330.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$500.00

54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$338.00
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