

Inter-American Elementary Magnet School 2020-2022 plan summary

Team

Name	Role	Email	Access
Daniela Bylaitis	Principal	dsbylaitis@cps.edu	Has access
Kathy Trevino-Kniffin	Assistant Principal	katrevinokn@cps.edu	Has access
Wanda Ocasio	Pre-K Teacher		No Access
Adriana Dorado	Kinder Teacher - Parent		No Access
Cynthia Ramos	1st Grade Teacher		No Access
Elizabeth Alba	2nd Grade Teacher		No Access
Anna Marsden	3rd Grade Teacher		No Access
Julia Vasquez	4th Grade Teacher - LSC Member		No Access
Belen Donahue	5th Grade Teacher - Parent		No Access
Monica Arce	6th Grade Teacher		No Access
Elisa Pena	7th Grade Teacher - Parent		No Access
Awilda Lopez	8th Grade Teacher - Parent		No Access
Cristina Perez	ELPT - Parent - BAC/PAC	crodriguez1@cps.edu	Has access
Grace Crouch	Case Manager	gcrouch@cps.edu	Has access
Jorge Calderon	Counselor	jcalderon@cps.edu	Has access
Megan Marshall Moreno	Parent - LSC President		No Access
Maria Ugarte	Parent - LSC Member		No Access
Lilia Mendez	Parent - BAC/PAC		No Access

Team Meetings

Date	Participants	Topic
01/31/2020	Bylaitis, Trevino, Ocasio, Dorado, Ramos, Alba, Cruz, Donahue, Arce, Pena, Lopez, C. Perez	CIWP Team, Meeting Dates, SEF Framework
01/16/2020	C. Perez, A. Dorado, C. Ramos, M. Arce, B. Donahue, W. Ocasio, K. Orrick, J. Vazquez, A. Lopez- Yolich, A. Cruz, D. Bylaitis, K. Trevino-Kniffin	CIWP Team Development, Review SEF Framework
02/13/2020	Bylaitis, Trevino, Donahue, Prieto, R. Alcala, L. Mendez, J. Alba, A. Marsden, Cristina Perez, Dorado, Arce, Orrick, Vasquez, C. Estay, T. Biesterfeldt Gallagher, Bryan Walling, Kamelia Mrista	
03/12/2020		
04/17/2020	A. Lopez, B. Donahue, C. Perez, Bylaitis, Prieto, Trevino, Orrick, Vasquez	Goal Setting
04/22/2020	Virtual Meeting -	Strategy Writing
05/12/2020	Virtual Meeting - Bylaiitis, Trevino, Vasquez, L. Mendez, C. Perez, Pena, Lopez, Donahue, Cruz, Calderon	CIWP Parent Meeting English
05/13/2020	Virtual Meeting - Bylaiitis, Trevino, Vasquez, L. Mendez, C. Perez, Pena, Lopez, Donahue, Cruz, Calderon	CIWP Parent Meeting Spanish
05/20/2020	Virtual Meeting - Bylaiitis, Trevino, Vasquez, L. Mendez, C. Perez, Pena, Lopez, Donahue, Cruz, Calderon	Action Items - Writing as SMART Goals

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)
- 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 2 Enable staff to focus and prioritize what matters most
- 2 Employ the skills to effectively manage change
- 2 Make “safe practice” an integral part of professional learning
- 3 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** GLT and ILT Meeting Agendas
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 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
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 1 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:** Year Long Professional Learning Plan, CPS Instructional Block Guidelines to maximize academic-engaged time

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
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Curriculum maps and unit plans
- 2 - 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:** Assessment Plans, Unit Plans
- 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
 - 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
 - 3 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:** Gradebook (Aspen), Unit Plans
- 2 - MTSS
 - 3 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)
 - 3 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)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 1 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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:** Aspen, MTSS Interventions, MTSS Team Meeting Notes
- 2 - Transitions, College & Career Access, & Persistence
 - 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Transition Planning Docs, School Calendar, Parent Engagement

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:** 5E
- 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
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Social Studies Curriculum
- 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)
 - 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)
 - **Evidence:** Students Surveys, Climate Team
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** Aspen Incident Reports
- 2 - 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
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Community Partnerships, Outreach to parents

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	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
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: Family & Community Engagement	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	4
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

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 (Math) Students in G2 show markedly lower attainment scores when compared to G3-8.	Overall		50.70	55.70
	Students with IEPs		45.70	50.70
Vision: NWEA Attainment G2 (Reading) Students in G2 show markedly lower attainment scores when compared to G3-8.	Overall		59.30	64.30
	Students with IEPs		54.30	59.30

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Math) EL's and Students with IEP's are making less growth than our gen ed student population.	Overall		84.50	89.50
	EL		74.20	78.20
Vision: NWEA Growth G3-8 (Reading) EL's and Students with IEP's are making less growth than our gen ed student population.	Students with IEPs		59.80	64.80
	EL		60.00	65.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS (Blank)	EL		45.30	50.30
	Students with IEPs		37.30	42.30

Required metrics (Elementary) (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The goal is to move from Moderately Organized to Organized.				4.00	

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...	create a horizontally and vertically aligned assessment and grading structures for our K-8th grades that takes into consideration all students progress towards the learning goals by effectively implementing MTSS progress monitoring in our dual language classrooms
Then we see...	grade level teams with aligned grade books, evidence guided instructional practices, common assessments, effective structures for grading based on progress towards the learning target, and developed MTSS structures as well as students taking ownership for their progress through gradebook monitoring and data folders reflection
which leads to...	assessment practices that facilitate students, parents, and teachers understanding their students' next edges of growth as a result decreasing the failure rates by 10%, increasing student growth in NWEA by 5%.
Budget Description	
Tags	Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> (Not started) Review prior grade level grading practices (no zeros, categories, weights, etc.) in order to establish a common school wide grading philosophy and a uniform structure in ASPEN. ?True and consistent to our school and dual-language needs.? Shared understanding - what grading and assessment looks like at IAMS - how is it communicated to parents? Grading continuum Pre-K to K and 1st through 8th grade Tags:Balanced Assessment and Grading (Not started) Create a Grading Continuum with consistent categories within each content area that are weighed progressively from one grade level to the next, preapring gradebooks ahaed of the next school year (Gradebook Logistics.) Tags:Assessment: Balanced Assessment and Grading (Not started) Increase transparency to students, parents, and families with the skills being assessed during each grading cycle per content area by grade level. Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems (Not started) Create rubrics/tables that lay out the progression of the same standard across different grades Tags:

Strategy 2

If we do...	use the backward design process to develop CCSS aligned dual language interdisciplinary units with a focus on the curriculum of the Americas Prek-8th grade which incorporate clear learning targets, a strong assessment plan, and the meta-linguistic bridge -
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Then we see...	a school wide standards based curriculum founded on our vision and mission that encompasses dual language instruction across all content areas and grade levels, and takes into consideration the learning needs of all students especially our priority groups
which leads to...	the development of biliterate and multicultural students increasing their growth in both NWEA and LAS Links by 5% and a 5% increase in our DL NWEA scores.
Budget Description	Cost for ongoing Beeman PD and additional planning time for teachers.
Tags	Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Grade level teams will work to create strong unit plans using the BUF framework and the steps to developing integrated biliteracy units established by the Center for Teaching for Biliteracy <p>Tags:Curriculum</p>

Strategy 3

If we do...	Use clear, school-wide MTSS instructional guidelines and differentiation to scaffold student learning to establish school-wide norms for intervention,
Then we see...	Confident teachers implementing MTSS with research based MTSS programs with clear structures for students to follow to know how to improve in standards based skills.
which leads to...	Students cycling through leveled supports and being able to successfully access the general education curriculum resulting in fewer students going into the referral process for Special Education and improve the academic achievement of Diverse Learners by 5%.
Budget Description	
Tags	MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> (Not started) Training all staff to correctly and effectively implement the MTSS practices: MTSS entry in ASPEN, How to Identify Tiers, What tools are intervention tools and what is Tier 1 curriculum - Assign a regular time each month for staff to enter MTSS data Develop clear steps to follow in each tier of support with data Develop a system of MTSS mentors for those who would like to participate Develop a strategy for each subject at each grade level of how to teach Tier 1 and then work with Tier 2 and Tier 3 on a weekly schedule with a standardized tool that shows the learning continuum. <p>Tags:MTSS: Fidelity of Implementation</p>

Strategy 4

If we do...	Map our curriculum with sel integrating the College and Career-Readiness Standards for every student in content using second step as a resources by providing strategic time for teacher to work together and as well as build their understanding and reflection on Adult SEL Competencies and implement a school-wide CHAMPS or PBIS program
Then we see...	common SEL focus within GLTs, reduction in recess referrals, student work demonstrating SEL competencies, greater student affirmation of their participation in school community, students more using sel skills for problem solving.
which leads to...	an increase in the 5Essentials specifically in supportive environment and ambitious instruction while supporting the 5% increase in NWEA growth.
Budget Description	Playworks Teambuilding activities to implement during advisory/morning meeting PD on Restorative Practices (Coaches) Network/Partnerships with community organizations Leadership opportunities for students (townhall meetings, community service, high school fairs, student council) Mentorship opportunities for students (older students with younger students through student council)
Tags	Relational Trust, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> (Not started) build common language for restorative practices Plan for professional development to implement the second step program or other Sel programs Determine an organization to partner with and support our efforts. (Casa Romero, etc) Create Team building activities to improve relationships (student-student; teacher-teacher, parents-staff) <p>Tags:Relational Trust</p> <ul style="list-style-type: none"> (Not started) Determine the program/ or strengthen the ones already being used in lower and upper grades to unify our efforts schoolwide (CHAMPS, Second Step, PBIS) Playworks! Identify culminating activities within each grade where students are proactive in supporting a community in need (service) To work in conjunction with Ms. Guerra teachers would need to know advance what class is being taught so teachers can incorporate into their class community. We also need to share materials that support similar language and commonality. Come with advisory activities for 6-8 grades that promote college and career readiness and modify those activities for the other grade levels. This will help build the mindset of college and career throughout the school getting students to think more about high school and post secondary. In thinking about relational trust we want to provide training of restorative practices not by removing anything we already have but to build on the relationship we have with our students so that we all have ways to positively impact behaviors and relationships in the classroom. <p>Tags:Relational Trust, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>

Action Plan

Strategy 1

Review prior grade level grading practices (no zeros, categories, weights, etc.) in order to establish a common school wide grading philosophy and a uniform structure in ASPEN. ¿True and consistent to our school and dual-language needs.? Shared understanding - what grading and assessment looks like at IAMS - how is it communicated to parents? Grading continuum Pre-K to K and 1st through 8th grade

Jun 30, 2020 to Aug 30, 2020 - ILT, Admin, Teachers

Create a Grading Continuum with consistent categories within each content area that are weighed progressively from one grade level to the next, prearing gradebooks ahaed of the next school year (Gradebook Logistics.)

Jun 30, 2020 to Aug 30, 2020 - ILT, Admin, Teachers

Increase trasparency to students, parents, and families with the skills being assessed during each grading cycle per content area by grade level.

Sep 01, 2020 to Jun 30, 2022 - ILT, Teachers

Create rubrics/tables that lay out the progression of the same standard across different grades

Sep 01, 2020 to Jun 30, 2022 - ILT, Teachers

Strategy 2

Grade level teams will work to create strong unit plans using the BUF framework and the steps to developing integrated biliteracy units established by the Center for Teaching for Biliteracy

Sep 01, 2020 to Jun 30, 2021 - Grade Level Teams

Strategy 3

Training all staff to correctly and effectively implement the MTSS practices: MTSS entry in ASPEN, How to Identify Tiers, What tools are intervention tools and what is Tier 1 curriculum - Assign a regular time each month for staff to enter MTSS data Develop clear steps to follow in each tier of support with data Develop a system of MTSS mentors for those who would like to participate Develop a strategy for each subject at each grade level of how to teach Tier 1 and then work with Tier 2 and Tier 3 on a weekly schedule with a standardized tool that shows the learning continuum.

Sep 01, 2020 to Jun 30, 2021 - Case managers, Admin., Teachers

Strategy 4

build common language for restorative practices Plan for professional development to implement the second step program or other Sel programs Determine an organization to partner with and support our efforts. (Casa Romero, etc) Create Team building activities to improve relationships (student-student; teacher-teacher, parents-staff)

Sep 01, 2020 to Jun 30, 2021 - SEL Lead, Teachers, Admin.

Determine the program/ or strengthen the ones already being used in lower and upper grades to unify our efforts schoolwide (CHAMPS, Second Step, PBIS) Playworks! Identify culminating activities within each grade where students are proactive in supporting a community in need (service) To work in conjunction with Ms. Guerra teachers would need to know advance what class is being taught so teachers can incorporate into their class community. We also need to share materials that support similar language and commonality. Come with advisory activities for 6-8 grades that promote college and career readiness and modify those activities for the other grade levels. This will help build the mindset of college and career throughout the school getting students to think more about high school and post secondary. In thinking about relational trust we want to provide training of restorative practices not by removing anything we already have but to build on the relationship we have with our students so that we all have ways to positively impact behaviors and relationships in the classroom.

Sep 01, 2020 to Jun 30, 2021 - Teachers, Admin

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.

IAMS will use the Illinois School Report Card as well as the SQRP and other district assessment results (NWEA DIBELS/TRC) to perform a comprehensive needs assessment of the entire school based on the achievement of students relative to state content and achievement standards.

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

IAMS will continue to work towards improving our MTSS program, focusing on tiered instruction and supports, ensuring that our students meet proficient and advanced levels of academic achievement.

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.

IAMS will use MTSS, small group instruction, enrichment/intervention opportunities and support, fidelity to language allocation and research-based curriculum in order to meet the needs of our historically underserved populations. IAMS is committed to increasing the culturally and linguistically diversity of books accessible to all students. IAMS will follow all CPS recommended instructional minutes requirements to ensure that there is fidelity to instructional time

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).

IAMS will continue to support reform strategies such as counseling, social work support, after-school programs, MTSS interventions, and other SEL supports to ensure the needs of all students in the school are being met.

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

IAMS is a dual-language school with very little teacher turn-over. Teachers hold multiple endorsements and certifications with the majority of the staff being bilingual(Spanish). When a new staff member needs to be hired, IAMS works with CPS and University Partners to attract high-quality, highly-educated and qualified teachers.

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.

IAMS teachers receive on-going professional development aligned to the CIWP. This includes, but is not limited to, professional development around Teacher for Biliteracy, balanced assessment and grading (ASPEN), SEL (Calm Classroom), Restorative Practices ****New****, MTSS interventions and progress monitoring.

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

IAMS will host quarterly evening events for parents (Curriculum Night, Open House, Literacy Night, and Stem Night). IAMS will also host monthly FELE, BAC, PAC, and LSC meetings. IAMS will increase parent involvement through other culturally relevant activities as well.

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

The Pre-K team is hosting virtual screenings and conversations with incoming Pre-k families as a way to assist with transition into school and a way to gather language preference to support student placement and balance in classrooms.

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.

Each year, IAMS teachers come together (ILT, PPC, etc.) to contribute to, discuss, plan, and vote on an assessment plan that meets their needs and the needs of students to improve the academic achievement of individual students and the overall instructional 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.

Teachers are supported by the learning specialists, administration, and case manager to actively progress monitor the academic achievement of their students. Teachers update parents on the progress of students at least 8 times a year and offer timely assistance where needed. Parents receive NWEA, IAR, and TRC/DIBELS parent reports as an additional communicative tool to inform parents of academic achievement.

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.

IAMS students are afforded with all nutrition and health programs provided by CPS. Title I funds support parent training and programs. OLCE supports the professional development of teachers to ensure the efficacy of the Dual-language program.

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.

Our PAC will continue working with our other parent/school-based groups: (PAC, BAC, LSC, FELE, and CIWP working group). The parent involvement plan will be shared with stakeholders at the start of each academic year. At that time, input around parental and family engagement will be gathered. In needed, the Title I school parental and family engagement plan and policy will be changed to meet the needs of the community based on such input.

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

We will follow all PAC guidelines to hold an annual meeting. Additional parental and family engagements meetings will be offered through other school groups as well (BAC, LSC, FELE, etc.). The monthly PAC meetings will be posted on the website and an agenda will be posted on exterior doors following the Title I ESSA guidelines. The Title I Annual Meeting and the Title I PAC Organizational Meeting will take place in September of each year (pending the return to school buildings after school closures).

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.

Information shared by parents will be brought to the ILT and to the LSC for discussion. Parent surveys will continue to be created and posted on the school website so that parents and family members can provide suggestions on topics regarding the education of their children. Parents who send emails will also receive responses regarding input and suggestions. Town Hall Meetings will be held for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children should additional need arise.

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.

NWEA reports will be printed and distributed to parents twice a year in accordance with the testing administration dates. Reports will be received by parents of whose students were assessed. This will vary year to year depending on the approved assessment plan. IAR performance reports will also be distributed to families when the school receives them. ACCESS performance results will be shared with families within the first 60 days of school or according to the recommended schedule provided by OLCE.

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.

Families will be notified via letter according to the Title I Final Regulations.

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.

There will be parent workshops scheduled during the year providing families extra information and support. When possible, dissemination of state and/or local academic assessment results will be aligned with Report Card Pick-up to give teachers the opportunity to better explain results and a meaningful and personalized manner. IAMS will continue to work to promote and support the regular use of Parent Portal by parents so that ongoing monitoring of child's progress occurs. IAMS will also ensure timely dissemination of NWEA parent reports after each assessment window.

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.

Once a month PAC/BAC and LSC meetings will be held. PAC committee will survey parents in order to identify parent needs around training and development. The PAC team will organize parent workshops based on the survey results. Quarterly evening events will also take place (Open House, Curriculum Night, Reading Night, and Stem Night). These events along with other seasonal and/or cultural events are aimed at showcasing student diversity and achievement, and are planned to encourage increased parental involvement.

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 IAMS, we have a strong connection with parents and many staff members have their own children attending the school. The IAMS website is updated to enhance communications. We also have a staff member that supports the coordination and recruitment of parent volunteers. We will also ensure that the PAC committee aligns parent workshops with the school CIWP priorities.

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.

The Pre-K teachers will hold four separate parent events outside of report card pick-up so that parents can learn about what is going on in the classroom and have a better understanding of how they can support classroom learning at home. Pre-K teachers will invite parent volunteers in the classroom on a regular basis and develop a schedule that encourages all parents to participate.

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.

IAMS has established an aligned communication protocol. All teachers, staff, and parent groups are using the school website as the main vehicle to share information. Information is shared in two languages:

Spanish and ENGLISH. Parent groups and teachers update their pages monthly. School admin. team sends weekly push notifications as needed, weekly updates, and monthly newsletters and principal reports. Teachers in the middle school have google classroom set up and send notices regarding work and other updates to students. If remote learning continues, it is more likely than not that all grade levels K- 8 will use ZGoogle classroom as a means of communication with students and families.

Policy Implementation Activities

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

<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>

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

<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.)

Inter-American Magnet School strives to promote academic excellence through bilingual and Multicultural education. Spanish dominant, English dominant, and bilingual speakers develop fluency and literacy skills in both languages. Through its dual language program students affirm the values of their own cultures while acquiring and understanding, appreciation, and acceptance of other cultures, and demonstrating social consciousness in a pluralistic world. At Inter-American Magnet School, a caring, cooperative, and accepting school climate is fostered to promote the social, effective, and cognitive development of the whole child, and in which parents are active partners in the formal schooling of their children.

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.

Pending the reopening of CPS schools this fall we will have a back-to-school picnic at the end of August, 2020, where families will have opportunities to meet the teacher. There are two parents - teacher conferences where parents could set appointments to meet with the teacher. This occurs during the First Quarter and the Third quarter per the CPS calendar. Parent- teacher conferences can also be scheduled around the 2nd and 4th quarter report card distribution dates or at progress report times per the request of the parent. Teachers will also be scheduling four separate events in addition to the aforementioned at which parents are invited to attend.

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 will receive 5 week progress reports quarterly. Students receiving D's or F's will receive academic plans via USPS mail.

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

Parents are welcome to request appointments to meet with teachers during the teachers prep time. If the prep-time does not work for the parent, then administration will work to provide coverage for the teacher's classroom so that the teacher can attend the meeting at a mutually agreed upon time.

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 welcome to volunteer as Level I or Level II CPS volunteers after completing the CPS volunteer process and setting up an appointment with the teacher or other IAMS staff member. Parents that want to support the entire building are asked to check in at the main office and be guided to the appropriate area for support.

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

Parents are encouraged to be involved in the learning of their child by actively reviewing weekly and monthly communication form the classroom teacher(s) and school administration as well as by frequently monitoring student academic progress via the CPS parent portal. Parents are encouraged to familiarize themselves with assignments and grades. Parents could also attend monthly school events and attend quarterly sessions with the child(s) teacher.

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

Parents will be involved in the academic plans of struggling students and they have access to share information with teachers of concern. Parents can attend PAC workshops. Dates will be set with the new PAC and will be shared with the entire school community.

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 have the opportunity to improve academic achievement by using Khan Academy and IXL at home. COmpleting assignments and verifying their progress grades in gradebook is also encouraged. Maintaining a 95% or above attendance rate will also contribute to academic achievement.

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 goal is to create opportunities to engage parents in order to increase student academic achievement through a series of monthly workshops: Examples include: Open House, Curriculum Night, Dia de Los Muertos, Reading Night, Stem Night, Winter Assembly, Black History Month Celebration, Semester Gallery Walks, Cultural Week, and Dia del Nino Celebration.

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.	\$499.00
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.	\$496.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$496.00
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.	\$496.00
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 be used only by parents.	\$0.00