

Suder Montessori Magnet ES 2020-2022 plan summary

Team

Name	Role	Email	Access
Bosede Bada	Principal	bbada@cps.edu	Has access
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Kimberely Grzymala	Parent	kimberlyswansen@gmail.com	Has access
Bridget Bancroft	Teacher-Leader	bbancroft@cps.edu	Has access

Team Meetings

Date	Participants	Topic
11/19/2019	Bosede Bada, Annette Dowd, Karen Jones, Celine Guerrero, Marilyn Chapman, Arthi Rao, Kimberely Grzymala	CIWP Timeline & Overview & Suder Vision

Date	Participants	Topic
12/03/2019	Bosede Bada, Annette Dowd, Karen Jones, Celine Guerrero, Rachael Jacobson, Marypat Robertson, Arthi Rao, Kimberly Grzymala	CIWP Updates & Suder Vision
01/28/2020	Bosede Bada, Annette Dowd, Karen Jones, Celine Guerrero, Marilyn Chapman, Bridget Bancroft	SEF Self-Assessment
02/18/2020	Bosede Bada, Annette Dowd, Karen Jones, Bridget Bancroft, Arthi Rao, Marypat Robertson	Areas of Critical Need
03/03/2020	Bosede Bada, Karen Jones, Bridget Bancroft, Arthi Rao, Marypat Robertson, Kimberly Grzymala	Root Cause Analysis
03/17/2020	Bosede Bada, Annette Dowd, Marypart Robertson, Bridget Bancroft, Karen Jones, Celine Guerrero, Marilyn Chapman, Rachael Jacobson, Arthi Rao, Kimberly Grzymala	Root Cause Analysis & Priority Areas
04/03/2020	Bosede Bada, Annette Dowd, Marypart Robertson, Bridget Bancroft, Karen Jones, Celine Guerrero, Marilyn Chapman, Rachael Jacobson, Arthi Rao	Theory of Action
04/20/2020	Bosede Bada, Annette Dowd, Marypart Robertson, Bridget Bancroft, Karen Jones, Celine Guerrero, Marilyn Chapman, Rachael Jacobson, Arthi Rao	Theory of Action & Action Items
04/27/2020	Bosede Bada, Annette Dowd, Marypart Robertson, Bridget Bancroft, Karen Jones, Celine Guerrero, Marilyn Chapman, Rachael Jacobson, Arthi Rao	Action Items

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)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 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
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 1 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
 - 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
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 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
 - 2 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
- 2 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
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:**
- 2 - Balanced Assessment and Grading
 - 1 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 1 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 1 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 1 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 1 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)
 - 1 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)
 - 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 1 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)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 3 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)
- 3 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)
- 1 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)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 1 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:**
- 3 - 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
 - 2 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:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**
- 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:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 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:**
- 2 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 2 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:**

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Math growth for students who are Latinex, have an IEP, receive free or reduced lunch, and/or are African American male
Root Cause 1	There has been no professional development to support teachers in implementing and building on a culturally sustaining Montessori math curriculum and there have been know processes in place to measuring student success with the curricula.
Area of Critical Need 1	Reading growth of students who have IEPs, receive free or reduced lunch, and/or African American female
Root Cause 2	There has been no professional development to support teachers in implementing and building on a culturally sustaining Montessori reading curriculum and there have been know processes in place to measuring student success with the curricula.
Area of Critical Need 3	Low Student-Teacher Trust
Root Cause 3	The Suder Culture and Climate Team stopped meeting and there has been no follow

	through on implementation of Restorative Practices and School-Wide Expectations.
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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
SQRP: National School Growth Percentile - Math (Grades 3-8) I chose this metric because our 5-year goal is 66.82% and the student group identified is meeting growth targets at lower rates than the overall school.	Overall		59.30	61.85
	Students with IEPs		36.00	40.00
Vision: NWEA Growth G3-8 (Math) I chose this metric because the student groups identified are meeting their growth targets at lower rates than the overall school.	Latinx		50.00	54.93
	African American		58.00	61.34
SQRP: National School Growth Percentile - Reading (Grades 3-8) I chose this metric because our 5-year goal is 65.67%.	Overall		54.50	60.00
Vision: NWEA Growth G3-8 (Reading) I chose this metric because the student groups identified are meeting their growth targets at lower rates than the overall school.	FRL Eligible		55.00	59.00
	Students with IEPs		54.90	59.17
(Blank)				

Required metrics (Elementary) (100% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Student-Teacher trust was the lowest ranking category on the 5-Essentials Survey.				41.00	51.00

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...	develop reading and math curriculum maps that are aligned to Montessori principles and the Common Core State Standards and support teachers through a two-year process of vertical and horizontal curriculum alignment that ensures planning and delivery of culturally sustaining, rigorous content,
Then we see...	1) more engagement among our students as they see themselves reflected in curricular resources and experience more opportunities for rigorous instruction in the classroom 2) more collaboration among teachers as they engage in shared learning through cycles of professional planning, and 3) strengthened teaching practices that incorporate culturally relevant and sustaining pedagogies with more robust supports for all learners,
which leads to...	an increase in NWEA math scores for Latinx, students with IEPs, and/or African American students from 49.3% in 2019 to 56.9% in 2022 and an increase in NWEA reading scores for students who have an IEP and/or receive a free or reduced lunch from 50.65% in 2019 to 59.6% in 2022.
Budget Description	Professional Development on unpacking the Common Core State Standards; summer planning time, staff PD days, GLT meetings
Tags	Assessment: Improving Assessment Literacy, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, OECE: P-2 Balanced Literacy, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Staff Workshop (All): Montessori Essentials - Defining what Montessori and Culturally Sustaining Pedagogy look like at Suder Montessori Lead 180 Professional Development (Teacher): Understanding What Rigor Looks Like, Four Steps to Curriculum Alignment & develop school rigor alignment action plan

for Math Teacher Planning: Develop/revise scope & sequences, unit plans, and unit plan assessments for math built upon Culturally Sustaining Pedagogy

Tags:Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum

- (Not started) Implementation: Math Unit Plan 1 & 2 Progress Monitoring: 5-week math assessment administration, data analysis, and adjustments to instruction and/or unit plans Lead 180 Coaching Session: Unit plan implementation review Teacher Planning Session: Vertical Alignment Planning Progress Monitoring

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum

- (Not started) Implementation: Math Unit Plan 3 & 4 Progress Monitoring: 5-week math assessment administration, data analysis, and adjustments to instruction and/or unit plans Lead 180 Coaching Session: Unit plan implementation review Teacher Planning: Vertical Alignment Progress Monitoring and Planning

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum

- (Not started) Implementation: Math Unit Plan 5 & 6 Progress Monitoring: 5-week math assessment administration, data analysis, and adjustments to instruction and/or unit plans Teacher Planning: Vertical Alignment Progress Monitoring and Planning Professional Development (Teacher): Continue PD on Culturally Sustaining Pedagogy. Reflect on incorporation of CSP into curriculum in the early stages

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum

- (Not started) Implementation: Math Unit Plan 7 & 8 Progress Monitoring: 5-week math assessment administration, data analysis, and adjustments to instruction and/or unit plans Teacher Planning: Vertical Alignment Progress Monitoring and Planning Teacher Planning: Identify what worked, what needs to be improved and refine math scope and sequence and unit plan and plan for year 2 implementation of culturally sustaining pedagogy in math

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum

- (Not started) Professional Development (Teacher): Understanding What Rigor Looks Like, Four Steps to Curriculum Alignment & develop school rigor alignment action plan for Reading & PD on Culturally Sustaining Pedagogy in reading

Teacher Planning: Develop/revise scope & sequences, unit plans, and unit plan assessments for reading built upon Culturally Sustaining Pedagogy

Tags:Assessment: Improving Assessment Literacy, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) Implementation: Reading Unit Plan 1 & 2 Progress Monitoring: 5-week reading assessment administration, data analysis, and adjustments to instruction and/or unit plans Coaching Session: Reading Unit plan implementation review Professional Development (Teacher): Continue professional development on Culturally Sustaining Pedagogy and how it influences curriculum maps. Teacher Workshop: Reading Vertical Alignment Progress Monitoring and Planning

Tags:Assessment: Improving Assessment Literacy, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) Implementation: Reading Unit Plan 3 & 4 Progress Monitoring: 5-week reading assessment administration, data analysis, and adjustments to instruction and/or unit plans Coaching Session: Reading Unit plan implementation review Teacher Workshop: Reading Vertical Alignment Progress Monitoring and Planning

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) Implementation: Reading Unit Plan 5 & 6 Progress Monitoring: 5-week reading assessment administration, data analysis, and adjustments to instruction and/or unit plans Teacher Workshop: Reading Vertical Alignment Progress Monitoring and Planning Professional Development (Teacher): Continue PD on Culturally Sustaining Pedagogy. Reflect on incorporation of CSP into curriculum and determine what support is still needed

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) Implementation: Reading Unit Plan 7 & 8 Progress Monitoring: 5-week reading assessment administration, data analysis, and adjustments to instruction and/or unit plans Teacher Workshop: Reading Vertical Alignment Progress Monitoring and Planning Teacher Planning: Identify what worked, what needs to be improved and refine reading scope and sequence and unit plan for year 2 implementation of culturally sustaining pedagogy in reading

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

Strategy 2

If we do...	develop an MTSS Framework and implement a Menu of Interventions for academics, social-emotional learning, and attendance aligned to the needs of students and respective tiers,
Then we see...	the MTSS Team, Behavior Health Team, and/or teachers able to identify students for appropriate tiers of intervention and align students to effective high-quality intervention,
which leads to...	Suder fully implementing standardized systems and structures to support at-risk students increasing our score on the Self-Assessment of Multi-Tiered System of Supports (SAM) from 35% (48/128) implementation of MTSS elements to 70% (90/128) implementation of MTSS elements.
Budget Description	MTSS Coordinator, intervention programs, time to train staff on how to implement intervention programs, time to implement interventions, progress monitoring tool
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process
Action steps	<ul style="list-style-type: none"> • (Not started) Establish Team: Appoint MTSS Coordinator and team Professional Development (team): MTSS Framework Team Planning: Develop Suder MTSS Framework Staff Workshop (All): Suder MTSS Framework Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership • (Not started) Staff Training: Tier 2 & Tier 3 Interventions Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Staff Support: Provide continuing supports/coaching to applicable staff who work with the identified students. Tags:MTSS • (Not started) Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed Staff Support: Provide continuing supports/coaching to applicable staff who work with the identified students. Tags:MTSS • (Not started) Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed Staff Support: Provide continuing supports/coaching to applicable staff who work with the identified students. Tags:MTSS

	<ul style="list-style-type: none"> • (Not started) Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed Staff Support: Provide continuing supports/coaching to applicable staff who work with the identified students. Team Planning: Identify what worked, what needs to be improved and refine MTSS Framework Tags:MTSS • (Not started) Team Planning: Refine MTSS Framework Staff Workshop (All): Suder MTSS Framework Staff Training: Tier 2 & Tier 3 Interventions Tags:MTSS • (Not started) Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed Tags:MTSS • (Not started) Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed Tags:MTSS • (Not started) Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed Tags:MTSS • (Not started) Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Planning: Identify what worked, what needs to be improved and refine MTSS Framework Tags:MTSS
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Strategy 3

If we do...	develop a system for implementing supportive and restorative practices school-wide and implement ongoing professional development for teachers, teaching assistants, and special education classroom assistants,
Then we see...	we will see an increase in the number and fidelity of staff implementation of supportive and restorative practices in response to student behaviors and teachers, teaching assistants, and special education classroom assistants using more effective conflict resolution techniques,

which leads to...	enhanced adult-student relationships and students will feel more positively about their school experience resulting in an increase in student to teacher trust from 21 in SY19 to 50 in SY22 as measured by the 5Essentials My School, My Voice Survey.
Budget Description	PD on Restorative Practices, time to conduct coaching cycles for ALL STAFF
Tags	Relational Trust, CBE: SEL Integration, OSCP: Social/Emotional Support
Action steps	<ul style="list-style-type: none"> <p>• (Not started) Establish Team: Appoint RP Coordinator and team Professional Development (Team): Restorative Practices Framework Professional Development (Support Staff): Restorative Practices Framework w/ year-long timeline for restorative practices learning cycles Team Planning: Develop/refine Suder Restorative Practices Framework</p> <p>Tags:CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive School Environment</p> <p>• (Not started) Staff Workshop (All): Suder Restorative Practice Framework & Learning Cycle Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle</p> <p>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <p>• (Not started) Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle</p> <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p> <p>• (Not started) Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle</p> <p>Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment</p> <p>• (Not started) Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle Team Planning: Identify what worked, what needs to be improved and refine RP Framework</p> <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p> <p>• (Not started) Professional Development (Team): Restorative Practices Framework Professional Development (Support Staff): Restorative Practices</p>

	<p>Framework w/ year-long timeline for restorative practices learning cycles Team Planning: Develop/refine Suder Restorative Practices Framework</p> <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) Staff Workshop (All): Suder Restorative Practice Framework & Learning Cycle Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> (Not started) Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle <p>Tags:CBE: SEL Integration, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> (Not started) Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle Team Planning: Identify what worked, what needs to be improved and refine RP Framework <p>Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p>
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Action Plan

Strategy 1

Staff Workshop (All): Montessori Essentials - Defining what Montessori and Culturally Sustaining Pedagogy look like at Suder Montessori Lead 180 Professional Development (Teacher): Understanding What Rigor Looks Like, Four Steps to Curriculum Alignment & develop school rigor alignment action plan for Math Teacher Planning: Develop/revise scope & sequences, unit plans, and unit plan assessments for math built upon Culturally Sustaining Pedagogy

Jun 23, 2020 to Sep 04, 2020 - Administration, Instructional Leadership Team, Teachers

Implementation: Math Unit Plan 1 & 2 Progress Monitoring: 5-week math assessment administration, data analysis, and adjustments to instruction and/or unit plans Lead 180 Coaching Session: Unit plan implementation review Teacher Planning Session: Vertical Alignment Planning Progress Monitoring

Sep 08, 2020 to Nov 06, 2020 - Instructional Leadership Team, Teachers

Implementation: Math Unit Plan 3 & 4 Progress Monitoring: 5-week math assessment administration, data analysis, and adjustments to instruction and/or unit plans Lead 180 Coaching Session: Unit plan implementation review Teacher Planning: Vertical Alignment Progress Monitoring and Planning

Nov 09, 2020 to Feb 05, 2021 - Instructional Leadership Team, Teachers

Implementation: Math Unit Plan 5 & 6 Progress Monitoring: 5-week math assessment administration, data analysis, and adjustments to instruction and/or unit plans Teacher Planning: Vertical Alignment Progress Monitoring and Planning Professional Development (Teacher): Continue PD on Culturally Sustaining Pedagogy. Reflect on incorporation of CSP into curriculum in the early stages

Feb 08, 2021 to Apr 16, 2021 - Instructional Leadership Team, Teachers

Implementation: Math Unit Plan 7 & 8 Progress Monitoring: 5-week math assessment administration, data analysis, and adjustments to instruction and/or unit plans Teacher Planning: Vertical Alignment Progress Monitoring and Planning Teacher Planning: Identify what worked, what needs to be improved and refine math scope and sequence and unit plan and plan for year 2 implementation of culturally sustaining pedagogy in math

Apr 19, 2021 to Jun 24, 2021 - Instructional Leadership Team, Teachers

Professional Development (Teacher): Understanding What Rigor Looks Like, Four Steps to Curriculum Alignment & develop school rigor alignment action plan for Reading & PD on Culturally Sustaining Pedagogy in reading Teacher Planning: Develop/revise scope & sequences, unit plans, and unit plan assessments for reading built upon Culturally Sustaining Pedagogy

Jun 24, 2021 to Sep 03, 2021 - Instructional Leadership Team, Teachers

Implementation: Reading Unit Plan 1 & 2 Progress Monitoring: 5-week reading assessment administration, data analysis, and adjustments to instruction and/or unit plans Coaching Session: Reading Unit plan implementation review Professional Development (Teacher): Continue professional development on Culturally Sustaining Pedagogy and how it influences curriculum maps. Teacher Workshop: Reading Vertical Alignment Progress Monitoring and Planning

Sep 07, 2021 to Oct 29, 2021 - Instructional Leadership Team, Teachers

Implementation: Reading Unit Plan 3 & 4 Progress Monitoring: 5-week reading assessment administration, data analysis, and adjustments to instruction and/or unit plans Coaching Session: Reading Unit plan implementation review Teacher Workshop: Reading Vertical Alignment Progress Monitoring and Planning

Nov 01, 2021 to Feb 04, 2022 - Instructional Leadership Team, Teachers

Implementation: Reading Unit Plan 5 & 6 Progress Monitoring: 5-week reading assessment administration, data analysis, and adjustments to instruction and/or unit plans Teacher Workshop: Reading Vertical Alignment Progress Monitoring and Planning Professional Development (Teacher): Continue PD on Culturally Sustaining Pedagogy. Reflect on incorporation of CSP into curriculum and determine what support is still needed

Feb 07, 2022 to Apr 15, 2022 - Instructional Leadership Team, Teachers

Implementation: Reading Unit Plan 7 & 8 Progress Monitoring: 5-week reading assessment administration, data analysis, and adjustments to instruction and/or unit plans Teacher Workshop: Reading Vertical Alignment Progress Monitoring and Planning Teacher Planning: Identify what worked, what needs to be improved and refine reading scope and sequence and unit plan for year 2 implementation of culturally sustaining pedagogy in reading

Apr 18, 2022 to Jun 17, 2022 - Instructional Leadership Team, Teachers

Strategy 2

Establish Team: Appoint MTSS Coordinator and team Professional Development (team): MTSS Framework Team Planning: Develop Suder MTSS Framework Staff Workshop (All): Suder MTSS Framework

Jun 23, 2020 to Sep 04, 2020 - Administration, MTSS Team

Staff Training: Tier 2 & Tier 3 Interventions Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Staff Support: Provide continuing supports/coaching to applicable staff who work with the identified students.

Sep 08, 2020 to Nov 06, 2020 - MTSS Team, Interventionists

Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed Staff Support: Provide continuing supports/coaching to applicable staff who work with the identified students.

Nov 09, 2020 to Feb 05, 2021 - MTSS Team, Interventionists

Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed Staff Support: Provide continuing supports/coaching to applicable staff who work with the identified students.

Feb 08, 2021 to Apr 16, 2021 - MTSS Team, Interventionists

Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed Staff Support: Provide continuing supports/coaching to applicable staff who work with the identified students. Team Planning: Identify what worked, what needs to be improved and refine MTSS Framework

Apr 19, 2021 to Jun 24, 2021 - MTSS Team, Interventionists

Team Planning: Refine MTSS Framework Staff Workshop (All): Suder MTSS Framework Staff
Training: Tier 2 & Tier 3 Interventions

Jun 24, 2021 to Sep 03, 2021 - MTSS Team, Interventionists

Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed

Sep 07, 2021 to Oct 29, 2021 - MTSS Team, Interventionists

Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed

Nov 01, 2021 to Feb 04, 2022 - MTSS Team, Interventionists

Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Ongoing Professional Development: MTSS Framework, Tier 2 & Tier 3 interventions as needed

Feb 07, 2022 to Apr 15, 2022 - MTSS Team, Interventionists

Implementation: Tier 2 & Tier 3 Interventions Progress Monitoring: Interventions Data Tracking and regrouping as needed Planning: Identify what worked, what needs to be improved and refine MTSS Framework

Apr 18, 2022 to Jun 17, 2022 - MTSS Team, Interventionists

Strategy 3

Establish Team: Appoint RP Coordinator and team Professional Development (Team): Restorative Practices Framework Professional Development (Support Staff): Restorative Practices Framework w/ year-long timeline for restorative practices learning cycles Team Planning: Develop/refine Suder Restorative Practices Framework

Jun 23, 2020 to Sep 04, 2020 - Administration, Restorative Practices Team

Staff Workshop (All): Suder Restorative Practice Framework & Learning Cycle Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle

Sep 08, 2020 to Nov 06, 2020 - Administration, Restorative Practices Team

Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle

Nov 09, 2020 to Feb 05, 2021 - Restorative Practices Team

Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle

Feb 08, 2021 to Apr 16, 2021 - Restorative Practices Team

Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle Team Planning: Identify what worked, what needs to be improved and refine RP Framework

Apr 19, 2021 to Jun 24, 2021 - Restorative Practices Team

Professional Development (Team): Restorative Practices Framework Professional Development (Support Staff): Restorative Practices Framework w/ year-long timeline for restorative practices learning cycles Team Planning: Develop/refine Suder Restorative Practices Framework

Jun 25, 2021 to Sep 03, 2021 - Restorative Practices Team

Staff Workshop (All): Suder Restorative Practice Framework & Learning Cycle Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle

Sep 07, 2021 to Oct 29, 2021 - Restorative Practices Team

Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle

Nov 01, 2021 to Feb 04, 2022 - Restorative Practices Team

Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle

Feb 07, 2022 to Apr 15, 2022 - Restorative Practices Team

Implementation: Restorative Practices Learning Cycles Staff Support: Provide continuing supports/coaching to TAs/SECAs and other applicable staff Professional Development (Support Staff): Restorative Practices Learning Cycle Team Planning: Identify what worked, what needs to be improved and refine RP Framework

Apr 18, 2022 to Jun 17, 2022 - Restorative Practices Team

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 needs assessment was conducted by the CIWP team. The CIWP team analyzed several forms of data (NWEA, attendance, behavior, 5-Essentials) and held focus groups and issued surveys to all stakeholder groups. Suder Montessori has been designated a Level 1 school. NWEA Student growth is 50% in reading, 55% in mathematics, and overall NWEA student attainment is 51% for grades 3-8 in mathematics and 55% for grades 3-8 in reading. Our average attendance rate is 96%.

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

On track metrics are monitored and schoolwide strategies are aligned to middle school metrics that lead to the college-readiness benchmarks. The Montessori materials provide opportunities for differentiated instruction and most classroom instruction is given in small groups. Students who need additional assistance will be taken through the problem-solving process and provided with interventions based on the Suder MTSS Framework.

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.

The core instructional method is rooted in the Montessori philosophy. The Montessori focus is on the development of the whole child as an independent thinker and moral being. It also fosters children's natural ability to be critical thinkers with a strong knowledge of self. The core components of the model are the multi-age classroom, the use of Montessori materials, work which is student-directed, and uninterrupted work periods in which students are able to choose their work and engage in a prolonged period of concentration. The model lends itself to the differentiation of instruction through carefully sequenced Montessori materials.

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).

Suder employs a number of strategies particularly for students who are low achieving such as: before school and after school tutoring groups, social-emotional learning groups, peer tutoring, a mentoring program through a community partnership, a financial awareness education program led by a community partner, and various clubs and groups that cater to the unique interests of students. In addition, during school, there are middle school advisory groups, and students are afforded the opportunity to select courses of personal interest through our middle school electives programming.

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

Over the years Suder has been fortunate enough to grow our own teachers. We identify talented teacher assistants and support their development, with the idea that they become prepared to assume the role of headteacher once a position becomes available. We encourage and support teaching assistants to attend Montessori training paid for by the school. Because of the highly specialized nature of our program, we look to develop teacher candidates internally first. In addition to advertising via the CPS platform, we have longstanding partnerships with the Montessori training and advocacy institutes, The National Center for Montessori in the Public Sector as well as a partnership with the University of Illinois at Chicago urban teaching program.

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.

All staff members are offered and encouraged to attend Montessori training due to the specialized nature of our school. Parents are offered professional development and parent training by Suder Montessori staff. Staff are paid to implement training from PAC funds.

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

We have multiple Montessori parent education nights led by our teachers at every grade-level. Parent education is offered for every curricular area, including literacy, math, cultural areas, and Montessori philosophy. Additionally, we support the diverse culture of our school by having an annual Taste of Suder, where families bring and share cultural meals, and put on cultural presentations. We also have a parent-ran library where students have library visits each week and are encouraged to check out books.

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.

Our students start at age three and matriculate through eighth grade. Since students begin at age three, it is a seamless transition to the lower elementary program (grades 1-3).

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.

Administration and teachers will meet annually to develop an assessment calendar/plan.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional

assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The core activity that will ensure that student success is measured and students receive timely assistance is the formation of an MTSS framework and team. The MTSS lead is the assistant principal. The MTSS team will be responsible for codifying the menu of interventions and standardizing the process by which we identify and support students with additional academic or behavioral needs.

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.

Coordination and integration will be managed by the Principal with support from various support staff. Each program will be attached to a CIWP priority and associated funds are overseen by the Principal.

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.

This will be accomplished through regular PAC meetings.

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

Annual and Organizational meetings for the 2020-21 school year are scheduled beginning September 24, 2020. One meeting will proceed the other. Meeting dates and information will be posted on the school website, sent home in backpacks, as well as emailed.

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.

We will provide parents with information about the Title 1 program through backpack mail and emails as well as in our family handbook and website. We will use these communication forums as well as during PAC meetings and Local School Council meetings to communicate how the school will respond to parent suggestions. Parents have access to a school parent library of books addressing Montessori philosophy and practices as well as child development. We have provided a stipend for a teacher to coordinate and lead monthly parent education sessions. We have based the content of these sessions from the results of a parent survey that was conducted at the beginning of the summer.

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.

Student progress reports for NWEA MAP assessments are sent home along with report cards at the appropriate time during the year. When we receive information on the Illinois Assessment of Readiness results, it will be distributed to parents.

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.

At this time, all teachers are highly qualified. If this changes the appropriate letters will be sent home.

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.

Title 1 parents will be invited to the PAC meetings, Local School Council meetings, and/or parent workshops where academic achievement will be discussed.

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.

We have traditionally provided monthly education sessions to parents that focus on the curriculum at each grade band and how parents can support that at home. We have various parent committees and in the fall we send an information packet to families so that they can know the various areas in which they can be involved and the contact information of the committee leads. We also hold an open house for parents to learn about what each of these committees are about. This year we anticipate using some of the PAC funds

to pay for a more comprehensive scope of parent courses. We have a teacher who will create the year's course of study based on the implementation of a parent survey to identify their needs. We also have a parent library where parents can take books that will assist them with the education of their children.

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.

Time will be devoted to teacher professional development days to effectively communicate with parents.

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.

If these programs become available, we will integrate them into the program.

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.

Information will be posted on the school website, sent home in backpack mail, as well as emailed. Staff is available to send letters and materials as needed.

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.)

Suder Montessori Magnet School is dedicated to ensuring successful, nurturing, and enriching experiences for all children. Dedicated instructional leaders, Montessori, and state-certified teachers, as well as specialists, share an unyielding belief that all children are capable and deserving of an exemplary public education. Suder Montessori is the heart of the community, opening its doors and embracing all who come to learn. Children are recognized and supported as individuals and encouraged to flourish in all their accomplishments. Suder Montessori Magnet School seeks to provide a rigorous academic education using Montessori methods and materials. Each classroom is provided with materials carefully designed to demonstrate academic concepts through independent learning and creative problem-solving. Suder teachers are certified by the American Montessori Society as well as by the State of Illinois. Many teachers hold advanced teaching degrees. Suder's curriculum is further enhanced by a special emphasis on developing student skills in reading comprehension and writing.

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.

Suder follows the CPS schedule of parent-teacher conferences. For the 2020-2021 school year, the dates are Nov 18, 2020, and April 21, 2021. Additional resources are available for families during each conference day. Community partners that we plan to have are the Friends of Suder, the J at School before and after school care, Music House, Walgreens, and the Westhaven community partners.

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

Suder uses the CPS parent portal that provides parents on-line access to their child's grades. Additionally, Suder follows the CPS schedule of sending home 4 progress reports throughout the year.

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

Suder publishes staff email addresses on the school website. Parents may schedule meetings with staff at a time that is mutually convenient. The school holds various parent engagement events that facilitate parent-staff communication such as open house or Taste of Suder.

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.

Suder holds regularly scheduled parent observation days. Parents may serve on various school committees (library, Peace Garden, LSC, FOS, etc). We also have a network of room parents that support activities in the classrooms.

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

Parents are expected to support children in coming to school, ensuring that they have been fed and slept well. Parents should support students in completion of homework and read to their children at least 20 minutes a night.

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 have a role in school-wide decisions through the Local School Council (LSC) and in the educational development of their children through consultation with their child's teacher.

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 will come to school each day and fully participate in their work. Students will complete their work and reflect on their progress on a weekly basis through the use of weekly work plans and teacher-student conferencing.

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.

We will use parent involvement funds to develop and support presentations to our parents. We have a staff member who will develop a scope and sequence of parent engagement events over the course of the year and based on parent needs. The PAC budget will go to support the time she will put in to develop and implement the program. Throughout the year we host parent education events addressing Montessori education, Internet safety, educational and social equity, and other topics.

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.	\$974.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00

54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00