

Maria Saucedo Elementary Scholastic Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
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Josefina Otero	Bilingual Coordinator	jotero@cps.edu	Has access
Stephanie Acevedo	Community Member/ Out of School Time Coordinator	stephanie@fridacommunity.org	Has access

Team Meetings

Date	Participants	Topic
01/31/2020	All Staff	SEF reflection
01/31/2020	CIWP Design Team	Timeline and SEF input

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
 - 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
 - 3 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

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
 - 2 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:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 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:**
- 3 - Balanced Assessment and Grading
 - 3 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
 - 4 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
 - 3 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
 - 3 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:**
- 3 - MTSS

- 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 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)
- 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)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - 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:**

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:**
- 3 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 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)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 2 Engage with their community

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

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Alignment of Instructional Core to increase Attainment
Root Cause 1	Lack of accountability and time to examine student assessments as teams
Area of Critical Need 1	MTSS Process Improvement

Root Cause 2	Mixed messages about process and training
Area of Critical Need 3	Attainment of students with IEPs
Root Cause 3	Complete turnover of staff and misunderstanding of purpose of special education

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math) n/a	Overall		63.00	67.00
Vision: NWEA Attainment G2-8 (Reading) n/a	Overall		65.00	70.00
Vision: NWEA Attainment G2-8 (Math) n/a	Students with IEPs		25.00	32.00
Vision: NWEA Attainment G2-8 (Reading) n/a	Students with IEPs		15.00	20.00
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey n/a				70.00	90.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	If we implement a high-quality tier 1 curriculum
Then we see...	teachers aligning tasks and assessments with standard-based learning objectives that reflect the depth and breadth of standards and all students appropriately challenged and engaged
which leads to...	Saucedo meeting student growth and attainment targets from the goal
Budget Description	Continued investment in aligned, modern, and researched-based instructional materials and professional development for high quality instruction.
Tags	Curriculum, Instruction, Equity: Resource Equity
Action steps	<ul style="list-style-type: none"> (Not started) At the start of each school year, each teacher and grade level will set performance goals based on EOY data from the previous year. Tags:Assessment: Balanced Assessment and Grading (Not started) Provide professional development in rigorous assessment tasks; analyze tasks in unit plans and student work in grade level teams Tags:Assessment: Balanced Assessment and Grading (Not started) New teacher mentoring and onboarding Tags:Curriculum, Equity: Resource Equity (Not started) Training for teachers on best practices and vision for Diverse Learners. Tags:Equity: Targeted Universalism, ODLSS: Instructional Quality

Strategy 2

If we do...	screening, diagnostic, and progress monitoring assessments to identify deficits and strengths in academic, social, and emotional milestones
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Then we see...	students receiving high quality tier 2 and 3 interventions
which leads to...	higher growth and attainment across all grade levels.
Budget Description	Professional development; Teaming structures; Leadership teams (115, 332, 367)
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> (Not started) Professional Development for Teachers <p>Tags:</p>

Strategy 3

If we do...	screening, diagnostic, and progress monitoring assessments to identify deficits in academic, social, and emotional milestones
Then we see...	students receiving high quality tier 2 and tier 3 interventions
which leads to...	higher student growth and attainment leading to a 40% reduction in students staying in tiers 2 and 3.
Budget Description	professional development, scheduling of intervention blocks, investment in social emotional support resources, exit criteria, banks of resources, investment in teacher assistants (115, 332, 367)
Tags	MTSS
Action steps	<ul style="list-style-type: none"> (Not started) Differentiated professional development for staff Tags:MTSS (Not started) Allocation of funding for teacher assistants to provide enrichment and intervention Tags:MTSS (Not started) Training and alignment of Tier 3 resources such as Step 44, Read 180, and Reading Tags:MTSS (Not started) Examine creative scheduling ideas for implementation of consistent interventions. Tags:MTSS

	<ul style="list-style-type: none"> • (Not started) Continued investment in social emotional support team members and resources for proactive and reactive supports <p>Tags:MTSS</p>
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Action Plan

Strategy 1

At the start of each school year, each teacher and grade level will set performance goals based on EOY data from the previous year.

Jun 30, 2020 to Jun 30, 2022 - Grade Level Teams; Instructional Leadership Teams; teachers

Provide professional development in rigorous assessment tasks; analyze tasks in unit plans and student work in grade level teams

Jun 30, 2020 to Jun 30, 2022 - PPLC; MTSS teams

New teacher mentoring and onboarding

Jun 30, 2020 to Jun 30, 2021 - Leadership Teams

Training for teachers on best practices and vision for Diverse Learners.

- Gust Foundation; IL Empower

Strategy 2

Professional Development for Teachers

Jun 30, 2020 to Jun 30, 2022 - Leadership teams and outside vendors

Strategy 3

Differentiated professional development for staff

Jun 30, 2020 to Jun 30, 2022 - Leadership Teams

Allocation of funding for teacher assistants to provide enrichment and intervention

Jun 30, 2020 to Jun 30, 2022 - Local School Council

Training and alignment of Tier 3 resources such as Step 44, Read 180, and Reading

Jun 30, 2020 to Jun 30, 2022 - Leadership Teams

Examine creative scheduling ideas for implementation of consistent interventions.

Jun 30, 2020 to Jun 30, 2021 - Leadership Teams; Grade Level Teams

Continued investment in social emotional support team members and resources for proactive and reactive supports

Jun 30, 2020 to Jun 30, 2022 - Social Emotional Supports Team, Local School Council

Fund Compliance

ESSA Program

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.

We rely upon the SQRP issued by CPS to breakdown our students' achievement in reading and mathematics by priority groups.

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

As a school, we look at universal screeners (including NWEA and DIBELS) to identify which tiers students should be placed into for instruction. All students have access to Tier 1 Universal Instruction. Students who need intervention (tiers 2 and 3) are given more intense interventions along with rigorous Tier 1 instruction.

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

Our MTSS teams (primary and middle school) will monitor and train teachers to monitor students in tiers 2 and 3. They will meet regularly with teachers to monitor the status of the MTSS plan which involves research-based interventions. We will monitor all students, including the historically underserved.

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).

We address the needs of all students through our MTSS process and through our Social Emotional Supports Team. Any teacher who has a concern for a student SEL or attendance issue can reach out to the Social Emotional Supports Team to support our students and staff. We provide counseling service, check in/check out, mentoring, etc. This is tailored to each student's individual needs.

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

All teacher are highly qualified. We work the Opportunity Schools office to ensure we can do early hiring and receive many resumes for each position.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

We provide many professional development opportunities for all staff members.

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

Strategies to increase parent involvement include monthly calendars/ newsletters, Robo-Calls weekly, a weekly Parent/ Student connection letter. We also have well-attended BAC and PAC meetings, an active LSC, and multiple learning opportunities for families. We are open 7 days a week and offer swim classes for the whole community

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

We have 5 pre-K classrooms and offer Kick Off to Kindergarten.

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

We have multiple leadership teams that staff can choose to be a part of.

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 work with students in groups based upon the level of intervention each student needs. These groups are differentiated and fluid as a student may progress through different levels.

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.

We partner with many community organizations, including but not limited to, Youth Guidance, Communities in Schools Chicago, Frida Kahlo, Latinos Progresando, and the Chicago Park District.

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.

Joint development of the plan, policy, review and update process is accomplished annually with PAC and BAC input and LSC meetings. Parent questions or concerns are recorded via meeting minutes. Title I Annual Meeting will be held in September 2020, and September 2021 and September 2022. All parents are invited to the meeting. Parents will be able to give their input on the parental involvement needs at Saucedo. The Title 1 Annual meeting will be held at 9:15 a.m. Every parent receives a Saucedo calendar that contains the dates and times of all meetings and special events.

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

Joint development of the plan, policy, review and update process is accomplished annually with PAC and BAC input, PTA and LSC meetings. Parent concerns and questions are recorded in meeting minutes. Title I Annual Meeting and Title 1 PAC Organizational Meeting will be held in September 2018, and September 2019 and September 2020. All parents are invited to the meeting. therefore, parents will be able to give their input on the parental involvement needs at Saucedo. The Title 1 Annual meeting will be held at 8:00 a.m. Monthly LSC, PAC, and PTA meetings are held. Bimonthly BAC meetings are held. Flyers for each meeting are printed in English and Spanish and a robocall announcing meetings is sent out the Sunday prior to each meeting. Agendas are posted on entry doors in a timely manner. All are welcome. Refreshments are served and meetings are conducted in Spanish. Translation support is provided for parents or presenters that need it. Parents are allowed to bring their children to these meetings. Every parent receives a Saucedo calendar that contains the dates and times of all meetings and events.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Parents will be informed about the curriculum at Open House in September and via informational letters, the Saucedo website, and various parent meetings scheduled as needed. PAC and BAC meetings will include information about curriculum, assessment tools, and ways to support their children. Individualized teacher and parent phone calls and conferences are scheduled as needed, report card pick up conferences, report cards, Grade-book via Parent Portal, and 5 week progress reports. Parent portal sign up and login directions and pin codes will be sent home annually.

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.

Assessment letters regarding student performance on IAR reading and math assessments, ACCESS assessment scores, and NWEA assessment letters are provided to parents in print and distributed as soon as the district permits.

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

Parents of any child who is taught for at least 4 consecutive weeks by staff who is not highly qualified in the subject he/she is teaching will receive a written notice of the discrepancy in a timely manner. District dashboard provides us with timely information on teacher credentials.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents will be informed about the Common Core State Standards, Next Generation Science Standards, SEL and PE Standards and mandated assessments at Open House in September and via informational letters, the Saucedo website, and various parent meetings scheduled as needed. PAC and BAC meetings will include information about curriculum, assessments, assessment tools, and ways to support their children. Individualized teacher and parent phone calls and conferences are scheduled as needed, report card pick up conferences, report cards, Grade-book via Parent Portal, and 5 week progress reports. Parent portal sign up and login directions and PIN codes will be sent home annually.

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.

Our website contains links to parent support guides in English and Spanish. Our parent handbook provides login support for all technology tools that our students have access to. Staff is willing to assist parents with parent portal setup on a daily basis. Some grade levels host parent training meetings to explain grade level expectations, the ladder of text complexity, guided reading levels, and strategies to support student growth. For example, most parents do not know that repeated readings is a great fluency strategy and encourage students to keep reaching for a new book. Once they understand the value of repeated readings, they are willing to use the strategy to build fluency. Parents are provided with flyers for free tutoring services in the neighborhood. Parent training components are present at all family curriculum nights.

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.

Many teachers use Class Dojo, Remind, and Google Classroom to communicate, up to the minute, with parents. We plan to streamline our tools. Teachers are encouraged to call home frequently. Teachers are asked to reach out to teachers for positive calls to establish a respectful and welcome line of communication. It is critical for teachers to show that they genuinely care about the student or parents will be understandably defensive. Parent volunteers are welcome in the classroom. Staff education will occur through our PPLC committee and monthly meetings.

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.

Each summer, considerable time is spent in creating the calendar for the coming year. Calendars are printed in English and Spanish for each parent. Calendaring the year out in advance allows us to coordinate program activities so that they don't conflict with each other. We have many multi-age programs so that students can participate in whatever programs will benefit them. Our partnerships with Latinos Progresando and Carole Robertson Center for Learning and Frida Kahlo and others provide parents with ways and education about how to support and participate in their children's education. Staff voluntarily comes in early or stays late to attend parent meetings, in an effort to work around parent schedules.

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

All documents are printed in both English and Spanish, including agendas, minutes, and notices of meetings.

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.)

Maria Saucedo Scholastic Academy in collaboration with students, parents, and community members will value accountability and challenge all to grow while adapting within an ever-changing global and technological society. The focus will be on providing a rigorous curriculum consisting of reading, writing, mathematics, social studies, and science throughout all content areas to prepare students for college and career readiness. All stakeholders will serve as empowered advocates providing a positive, respectful culture for all students

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.

Formal Report Card Open House Conferences will be held in October and April as scheduled by CPS. Additional parent-teacher conferences will be scheduled throughout the year at the request of either the teacher or the parent. The school will hold two parent-teacher conferences on the dates provided by the district. Open house will be held in September

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

The school will provide parents with 5, 15, 25, and 35 week progress reports. Report Cards will be issued 4 times a year at an interval of every 10 weeks. Parents will receive a Standards Based Progress Report every 10 weeks. Parents will receive DIBELS/TRC, ACCESS, IAR, MAP and MPG assessment results in a timely manner. Distribution dates are determined by the district. Parent portal is available at all times and teachers are asked to update their electronic grade books weekly. Teachers are asked to contact parents, as soon as possible, whenever they see a marked decline in student behavior or achievement.

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

Parents have access to staff by making appointments before or after school, via e-mail, parent-teacher conference or open house. Staff are available daily for parent consultations and are also be available after

school by special appointment. Staff will be available during the day (prep periods) by special appointment.

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 may volunteer to assist in classrooms by working with small groups or individual children-- tutoring, reading, or assisting at centers. Parents may assist teachers by marking papers, helping with bulletin boards, working on class projects or other school projects as directed by the school staff. Parents may assist by going on field trips with class. Parents can observe in their child's classroom at any time, unless a formal assessment is being administered. The Volunteer Coordinator or available office staff can assist interested parents in completing the volunteer registration process. Volunteer Registration directions are available in the main office and on the Saucedo website. Parents are encouraged to attend LSC, BAC, PAC meetings, as scheduled in the Saucedo Calendar. Parents are encouraged to run for board positions on any of these committees as outlined in each organization's bylaws.

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 sign up for and use the parent portal on IMPACT to keep informed about their child's study habits. Parents will attend open house, preview the curriculum and attend one on one conferences with the teacher. Parents can provide a quiet, safe place for students to complete homework. Parents can check to be sure homework is completed and turned in. Parents can support students by showing them consistent routines for organizing school materials, backpacks, folders, notebooks, and homework. Parents are asked to send students on time each day and to provide an absent note if the child misses school or is tardy

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

They will participate in the decisions relating to the education of their children during beginning of the year organizational meetings, parent surveys, open house, family nights and parent-teacher conferences. Also the parents will contribute needed information through My School My Voice surveys.

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 follow the Code of Conduct and the Saucedo pledge. Students will recite the Saucedo pledge daily. Students will document progress towards their individual academic goals on personal goal sheets. Students will attend school daily and arrive on time.

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.

Involve families and parents in student learning and achievement. Build a positive school connection with families and parents that overcome barriers both real and perceived. Increase the number and quality of family interactions within the school community. Increase parent participation in decision making and planning of school activities. Increase parent participation in school functions. Provide opportunities for parents to improve their skills in areas in which they would like to do so.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$2000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1000.00
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.	\$2247.00
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.	\$1300.00
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
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