Telpochcalli Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Dana Oesterlin	Teacher	doesterlin@cps.edu	Has access
Gabriela Nunez	Teacher- bilingual	gnunez2@cps.edu	Has access
Maria D. Soria	Teacher- spec. ed	mdsoria@cps.edu	Has access
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Tamara Witzl	Principal	tjwitzl@cps.edu	Has access
Maria T Cosme	counselor	mtcosme@cps.edu	No Access
Lidia Huante	community-LSC	lidiahuante50@gmail.com	No Access
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Vanessa Sauceo	Teacher- early childhood	vsaucedo5@cps.edu	No Access
Martha Elena Maldonado	Teacher- middle grade	merolfs@cps.edu	No Access
Jorge Mojarro	resident principal	jmojarro@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/15/2020	Tamara Witzl, Jorge Mojarro, Gaby Nunez, Maria Soria, Dana Oesterlin, M. Werner	SEF
01/29/2020	Tamara Witzl, Jorge Mojarro, Gaby Nunez, Maria Soria, Dana Oesterlin, Abby George, M. Werner	SEF/ priorities
01/23/2020	T. Witzl, J. Mojarro, G. Nunez, V. Saucedo, L.Huante,	shared finding from SEF with other members
01/28/2020	M. Maldonado, K. Cooper, MT Cosme, G. Nunez, M. Soria, J. Mojarro, T. Witzl	reviewed SEF findings and focused on SE

Date	Participants	Topic
02/12/2020	Tamara Witzl, Jorge Mojarro, Gaby Nunez, Maria Soria, Dana Oesterlin, MB Werner	review of priorities begin to develop strategies
02/26/2020	Gaby Nunez, Maria Soria, Dana Oesterlin, MB Werner, Tamara Witzl, Jorge Mojarro	further develop the strategies and complete the Areas of Critical Need & Root Cause Analysis
03/11/2020	G. Nunez, M. Soria, D. Oesterlin, MB Werner, Tamara	complete strategies and begin steps, updated SEF
03/25/2020	ILT	review and update strategies
04/01/2020	ILT	begin to develop steps for strategy 1
04/16/2020	Gaby, Dana	review steps for strategy 3
04/30/2020	ILT	complete compliance and family compact
04/15/2020	MB, Maria S.	develop steps for strategy 2

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

- 4 - Leadership for Continuous Improvement
  - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 4 Enable staff to focus and prioritize what matters most
  - o 4 Employ the skills to effectively manage change

- o 4 Make ?safe practice? an integral part of professional learning
- o 4 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**:
- 4 - Structure for Continuous Improvement
  - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 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)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 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
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 4 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)

- o 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 4 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)
- o 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 4 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)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 4 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)
- o 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum

- o 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- o **Evidence**:

Quality and Character of School Life

- 4 - Relational Trust
  - o 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)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 4 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)
  - o 4 Authentically interact with community and civic leaders
  - o 4 Engage with their community
  - o 4 Take informed action where they work together to propose and advocate for solutions
  - o 4 Experience a schoolwide civics culture
  - o **Evidence**:
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**:
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement

- o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 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)
- o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 4 Partner equitably with parents speaking languages other than English
- o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**:

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	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**0**
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**

Score	Framework dimension and category	Area of focus
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	Improve math growth as measured on the NWEA EOY assessment
Root Cause 1	math curriculum is dense and teacher need more time to collaborate to support implementation of the curriculum
Area of Critical Need 1	Teachers want to improve their grading practices
Root Cause 2	teachers need time and PD to better understanding balanced grading for all students
Area of Critical Need 3	Develop curriculum which is culturally relevant and sustaining
Root Cause 3	Curriculum needs to reflect students culture. "Off the shelf curriculum does not often reflect students' culture or does so in superficial ways.

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 Growth G3-8 (Math)	Overall		62.00	65.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Our students are not making adequate growth				
Vision: NWEA Attainment G2-8 (Reading) As more students make their growth targets, greater numbers of students are expected to meet attainment	Overall		45.00	50.00
Vision: Attendance Rate If curriculum is culturally relevant, students will feel supported and are more likely to attend school when they are not sick, have a family emergency or a religious holiday.	Overall		95.00	96.00
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	engage teachers in analyzing grading practices

Then we see...	formative and summative assessments which are both reflective of student learning, language proficiency and special education needs
which leads to...	increased academic language performance, growth and more equitable grading for all students including those with IEPs.
Budget Description	Teachers, professional text for faculty
Tags	Assessment: Balanced Assessment and Grading, Equity: Fair Policie sand Systems
Action steps	(Completed) 1st year set a calendar for PL Tags: (On-Track) Examine grading practices by reading about different structures for grading equity. Resource: Joe Feldman's Grading For Equity Tags: (On-Track) 1st Q-look at different philosophies on grading with the faculty- PLCs Tags: (Not started) 2nd Q- teachers will analyze our grading practices-PLCs Tags: (Not started) 3rd Q-teachers will try to implement some part of new grading practices- PLCs Tags: (Not started) 4th Q-- Reflection and next steps- PLCs Tags: (Not started) Year 2- Set PLC calendar Tags: (Not started) Year 2-- Q1-Grading framework developed for classes Tags: (Not started) Year 2- Q2 grading framework modifications for students with IEPs developed

	Tags:
	• (Not started) Year 2 Q3- grading framework modifications for students who are second language learners developed Tags: • (Not started) Year 2- Review grading framework for implementation SY' 2022-23 Tags:

Strategy 2

If we do...	examine student data from formative math assessments
Then we see...	teachers reteaching challenging concepts in a way that is flexible and better meets student needs by providing focused student feedback
which leads to...	improved math growth by 5% on the NWEA and leads to increased student engagement
Budget Description	math curriculums EDM and CM renewed year 2, teachers to teach math
Tags	Instruction, MTSS: Curriculum & Instruction, Math: Curriculum
Action steps	• (Not started) set PLC calendar Tags: • (Not started) Review standards for first quarter Tags: • (Not started) Implement BOY assessments to determine student skills for fall; Tags: • (Not started) Develop progress monitoring tool for first quarter units, backward map from unit test to establish monitoring points Tags: • (Not started) Teacher reflection for reteaching and implement reteaching strategies

Tags:

- (Not started) Develop progress monitoring tools for second units, backward map from unit test to establish monitoring points

  Tags:

- (Not started) Teacher reflection for reteaching and implement reteaching strategies

  Tags:

- (Not started) Analyze data for students math grades, MOY, what are students continuing to struggle with, what is working for different populations, ELL SPED, etc.

  Tags:

- (Not started) Develop progress monitoring tools for quarter 3 units, backward map from unit test to establish monitoring points

  Tags:

- (Not started) Teacher reflection for reteaching and implement reteaching strategies

  Tags:

- (Not started) Develop progress monitoring tools for quarter 4 units, backward map from unit test to establish monitoring points,

  Tags:

- (Not started) Teacher reflection for reteaching and implement reteaching strategies Q4 units

  Tags:

- (Not started) Analyze data, cross grade sharing of success and struggles, which skills are still challenging for students

  Tags:

- (Not started) Year 2-- Q1- MP} Mathematical practice focus. Model with Mathematics- Look for and Make Use of Structure. Structuring and modeling for specific use with in teacher practice

  Tags:

	• (Not started) Year 2- Q2- MP} Make sense of problems and persevere in solving them. Use appropriate tools strategically Tags: • (Not started) Year 2-Q3- MP} Look for and express regularity in repeated in reasoning. Construct viable arguments and critique the reasoning of others. Tags: • (Not started) Year 2- Q4-- MP} Attend to precision. Look for and Make Use of Structure, Tags:

Strategy 3

If we do...	the work to develop culturally sustaining curriculum
Then we see...	increased student engagement, authority, agency and identity
which leads to...	students and families who are more connected to the school community as demonstrated on the 5 Essentials -Supportive School Environment and Parent survey- School community
Budget Description	professional resource, curriculum resources, teachers
Tags	Curriculum, Family & Community Engagement
Action steps	• (Not started) set PL calendar Tags: • (Not started) Share presentation from DL symposium with staff Tags: • (Not started) Read and discuss "How to be an Antiracist" Tags: • (Not started) Prepare prompts and groupings to guide staff in analysis of "How to be an Antiracist" Tags:

	• (Not started) Determine text, resources, and prompts to investigate and explore the concept of Culturally Sustaining curriculum Tags: • (Not started) Explore the concept of Culturally sustaining curriculum in cross-grade learning groups as part of our extended day learning. Tags: • (Not started) Survey staff to determine area of focus for cross-grade teams Tags: • (Not started) Create schedule for exploration during extended day Tags: • (Not started) Cross grade teams identify a population within the classroom (ie sexual identity, special need, race) and look at their classroom practice through that lens. Tags: • (Not started) Teams identify resources, curriculum, structures to support students increased awareness self advocacy. Tags: • (Not started) Groups share their learning to the school wide community. Teachers share a powerful resource or practice. Attention to people with disabilities and LBGTQ. Tags: • (Not started) Teachers find ways to apply learning of other groups in classrooms. Groups take their learning to the school wide community and increase visual and other representations school wide. Tags: • (Not started) Staff reflects on culturally sustaining curriculum and next steps. Tags:

Action Plan

Strategy 1

Completed Oct 15, 2020

1st year set a calendar for PL

Jul 13, 2020 to Sep 07, 2020 - ILT

On-Track Nov 12, 2020

Examine grading practices by reading about different structures for grading equity. Resource: Joe Feldman's Grading For Equity

Jun 22, 2020 to Aug 08, 2020 - ILT

On-Track Nov 12, 2020

1st Q-look at different philosophies on grading with the faculty-PLCs

Sep 09, 2020 to Oct 10, 2020 - faculty lead by IEP

2nd Q- teachers will analyze our grading practices-PLCs

Nov 30, 2020 to Jan 13, 2021 -

3rd Q-teachers will try to implement some part of new grading practices- PLCs

Feb 08, 2021 to Mar 12, 2021 -

4th Q-- Reflection and next steps- PLCs

Apr 28, 2021 to May 19, 2021 -

Year 2- Set PLC calendar

Jul 01, 2021 to Aug 31, 2021 -

Year 2-- Q1-Grading framework developed for classes

Sep 06, 2021 to Oct 21, 2021 -

Year 2- Q2 grading framework modifications for students with IEPs developed

Nov 29, 2021 to Jan 07, 2022 -

Year 2 Q3- grading framework modifications for students who are second language learners developed

Feb 14, 2022 to Mar 18, 2022 -

Year 2- Review grading framework for implementation SY' 2022-23

Apr 25, 2022 to May 27, 2022 -

Strategy 2

set PLC calendar

Jun 23, 2020 to Jun 30, 2020 - ILT

Implement BOY assessments to determine student skills for fall;

Sep 08, 2020 to Oct 02, 2020 - Classroom teachers

Develop progress monitoring tool for first quarter units, backward map from unit test to establish monitoring points

Sep 08, 2020 to Oct 02, 2020 - PLC

Review standards for first quarter

Aug 31, 2020 to Sep 04, 2020 - PD Day

Teacher reflection for reteaching and implement reteaching strategies

Sep 28, 2020 to Oct 23, 2020 - PLC

Develop progress monitoring tools for second units, backward map from unit test to establish monitoring points

Nov 27, 2020 to Dec 18, 2020 - PLC

Analyze data for students math grades, MOY, what are students continuing to struggle with, what is working for different populations, ELL SPED, etc.

Feb 05, 2021 to Feb 05, 2021 - PD Day

Develop progress monitoring tools for quarter 3 units, backward map from unit test to establish monitoring points

Mar 08, 2021 to Apr 09, 2021 - PLC

Teacher reflection for reteaching and implement reteaching strategies

Jan 04, 2021 to Jan 29, 2021 - PLC

Teacher reflection for reteaching and implement reteaching strategies

May 04, 2020 to May 08, 2020 - PLC

Develop progress monitoring tools for quarter 4 units, backward map from unit test to establish monitoring points,

May 11, 2020 to May 15, 2020 - PLC

Teacher reflection for reteaching and implement reteaching strategies Q4 units

May 18, 2020 to May 29, 2020 - PLC

Analyze data, cross grade sharing of success and struggles, which skills are still challenging for students

Jun 23, 2020 to Jun 23, 2020 - End of the Year PD day

Year 2-- Q1- MP} Mathematical practice focus. Model with Mathematics- Look for and Make Use of Structure. Structuring and modeling for specific use with in teacher practice

Sep 06, 2021 to Oct 08, 2021 -

Year 2- Q2- MP} Make sense of problems and persevere in solving them. Use appropriate tools strategically

Nov 22, 2021 to Dec 17, 2021 -

Year 2-Q3- MP} Look for and express regularity in repeated in reasoning. Construct viable arguments and critique the reasoning of others.

Feb 07, 2022 to Mar 04, 2022 -

Year 2- Q4-- MP} Attend to precision. Look for and Make Use of Structure,

Apr 18, 2022 to May 13, 2022 -

Strategy 3

set PL calendar

Jun 23, 2020 to Jun 30, 2020 - ILT

Share presentation from DL symposium with staff

Aug 28, 2020 to Sep 05, 2020 - Soria, Gaby, Dana Before school PD- 2020

Read and discuss "How to be an Antiracist"

Sep 07, 2020 to Dec 18, 2020 - All staff in Extended day Pd

Prepare prompts and groupings to guide staff in analysis of "How to be an Antiracist"

Aug 24, 2020 to Oct 30, 2020 - ILT and SEL committees

Determine text, resources, and prompts to investigate and explore the concept of Culturally Sustaining curriculum

Nov 01, 2020 to Jan 29, 2021 - ILT and SEL committees

Explore the concept of Culturally sustaining curriculum in cross-grade learning groups as part of our extended day learning.

Jan 04, 2021 to Jun 18, 2021 - Whole staff

Survey staff to determine area of focus for cross-grade teams

Jun 22, 2020 to Aug 28, 2020 - ILT

Create schedule for exploration during extended day

Sep 06, 2021 to Sep 11, 2021 - ILT

Cross grade teams identify a population within the classroom (ie sexual identity, special need, race) and look at their classroom practice through that lens.

Sep 01, 2021 to Oct 09, 2021 - Extended day teams

Teams identify resources, curriculum, structures to support students increased awareness self advocacy.

Oct 11, 2021 to Feb 25, 2022 - extended day teams

Groups share their learning to the school wide community. Teachers share a powerful resource or practice. Attention to people with disabilities and LBGTQ.

Mar 01, 2022 to Apr 01, 2022 - extended day teams

Teachers find ways to apply learning of other groups in classrooms. Groups take their learning to the school wide community and increase visual and other representations school wide.

Apr 01, 2022 to May 28, 2022 - Whole staff led by ILT

Staff reflects on culturally sustaining curriculum and next steps.

Jun 01, 2022 to Jun 18, 2022 - Extended day led by ILT

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 SEF is part of the development of our CIWP. It is an assessment of the entire school and looks at student progress in various areas to ensure our efforts are focused on what needs work and what is working.

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

We continually look to provide learning opportunities for all students to progress and achieve. Where it is deemed necessary to reform, we change or implement new or different strategies. Where it is assessed by the school community that the strategies being used provide high quality opportunities for learning and success for all students, we stay the course.

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.

We implement strategies that use scientifically-based research such as Dual Language development for all of our students in Spanish and English. The school has a system of systematic profressional development which focuses on improving core instruction for all students.

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).

The school faculty, staff and administration employ a wide range of innovative strategies to meet the needs of all students from integrated art learning, counseling, college awareness, extensive community programming and creative teaching methods, our school is continually seeking to ensure the success and progress of all students. All students are being offered opportunities to close the gaps.

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

We have a collaborative and collegial professional community. Faculty members identify the focus of professional learning and draw on the strengths of the faculty to plan and implement professional

learning. In some cases, this may mean seeking outside support, but more often it involves calling on the expertise, experience and openness of the educators in our professional community. Additionally, we are a site for hosting many student teachers. Universities and colleges seek to place students with our highly qualified faculty. Known as a school with experienced and dedicated teachers, every year we support 3-7 student teachers within our school community. This gives us the opportunity to share as well as learn in the exchange between the school and university/college partners.

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.

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

We partner with our community based organization, Tcep. They, in collaboration with the school, work to increase parent involvement. Literacy in Spanish classes are offered through the organization. Additionally. they work with city colleges to coordinate ESL classes for parents. One-one literacy sessions are offered for parents who are paired with university students for learning.

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 our prek program and all students transition into our kindergarten program. Additionally, we work with other prek only programs to transition into our kindergarten program by offering school tours, one-one Q/A, distribution of school information.

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

Each year per the CTU/CPS contract, our teachers are able to vote on any of the non-mandatory assessments our district offers. Through a process set out by the CTU/CPS agreement, teachers get to discuss, develop and then vote on the use of academic assessments.

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.

There are tutoring, support and afterschool opportunities provided for all students. Students are invited to attend based on student need. Every 5 weeks, teachers identify students who may need additional support and groupings for support are put in place to provide assistance.

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.

All programs are coordinated within the school. Federal, state and local services and funds are organized to best support student and family needs. The high level of needs and the lack of adequate funding make all of our efforts more difficult. Although we coordinate the programming and use the funding to the maximize it, there is much more that could be done and needs to be done if there were sufficient funds.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Each year the parent and family engagement policy is reviewed at our annual meeting. Parents are lead through a process of understanding the policy and understand that participation and development of the plan as district level is reviewed by the larger ESSA parent committee. At the school level, our development of the school level parent plan takes place every year once we have elected our new ESSA committee members.

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

describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

We will hold the Annual meeting on Friday in Sept. 25, 2020 and the organization meeting will be held on the Friday Oct. 30, 2020 All parents are invited. We
send home announcement and make phone calls to encourage people to attend. All invites are posted in the school and on the doors of the school.
Additionally, school texts (in Eng. and Spanish) are sent inviting all parents to the meeting.

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.

Our PAC, BAC and LSC meet regularly at scheduled monthly meetings. These are ways for parents to regularly give suggestions and participate in each of these meeting. All agendas
and invitations are sent home and posted. Text messages are sent as well to inform parents of the meetings.

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

Parents will receive a report of their child's progress on State and other assessments when they are available. To the extent possible, these reports will
be shared at parent/teacher conferences to ensure the report is discussed directly with the parent and not just sent home. Each parent has the opportunity to meet with their
child's teacher for an individual conference at least twice a year as scheduled by the district and during the school year as needed.

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

We follow the regulations set forth for informing parents if their child is being taught by a teachers deemed not HQ according to ESSA. If necessary, CPS
creates letters we need to send home to families and we do this. Currently, all of our teachers are highly qualified.

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

We meet regularly with parents to discuss academic progress. As we move into using various assessments at the state and local level, we will continue to
update and inform parents about these assessments and how parents can support and monitor their child's progress.

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 provide many classes, workshops and conferences for parents to attend in collaboration with our community partners. Class in ESL, GED, literacy in Spanish, computer literacy, leadership, nutrition, etc are given regularly as we have a partnership with City Colleges of Chicago and community based organization-Tcep and non-profits, CAPE and SGA. They help to organize and facilitate these parent opportunities.

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.

Parent are partners in education. We work diligently to ensure all teachers and staff communicate with parents. All of our faculty and staff speak English and Spanish. This
facilitates open communication. On surveys, 100% of our parents report they have communication with the school numerous times during the year for a
variety of reasons. Our faculty and staff reach out to parents to ensure they are informed and participating. We believe the family is the first teacher, but the school is the child's second home.

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.

We have a person who coordinates parent and community programming. We are a community school so we have a community partner who collaborates with
us to support these efforts in collaboration with the school. Our community partner, Tcep, is integral to our efforts to link with parents in the education of their children.

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.

We always send all communications in Spanish and English. All of our faculty and staff are bilingual in Spanish and English. We send things in writing and through text and this is always done in both languages.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

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

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

School-Parent Compact (Complete)

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

Telpochcalli (Nauhatl for "the house of youth") is a school comprised of students, teachers, families and artists who aspire to cultivate socially-conscious
student who understand appreciate and contribute postiively to the development of self, family, community and world. Our small school is dedicated to
integrating the arts and Mexican culture into an innovative challenging academic and social experience and to the development of fully bilingual/biliterate
students in Eng & Spanish. This prepares students to be college and career ready.

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.

Parent conferences at least twice a year. Once at the end of the first quarter and once at the end of the third quarter.

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

At least every 5 weeks progress reports are sent home for 1st-8th grade students.

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

Parents are able to make an appointment to meeting with faculty and staff. They can meeting before school, after school or during teacher preparation time. Communication between parents and teachers is expected, monitored and facilitated.

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.

Parent are welcome to participate in school and classroom activities. For example, classroom field trips, parents are able to join the class by responding on
their child's permission slip they are interested in joining the group. If a parent wants to observe in a classroom, they may come to the main office and make
an appointment with the principal. After filling out the proper documents, parents may regularly volunteer in the school. Currently, we have a state funded parents in the classroom program where partent volunteer daily for 2 hours. Parents are invited to accompany students on field trip and in class activities. We hold demonstrations of learning throughout the year as well as family, math, science, reading and art nights.

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

Parents assist their children's learning in whatever way possible. They ensure student are here and prepared to make the best of the learning which takes place each day.

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 are members of our LSC and participate in the PAC and BAC which make decisions on spending and our CIWP. They are partners in their child's education and vital to their child's success. They are part of conferences and may request a meeting with the principal or teacher. They need only to call, email or come to school. We welcome and advocate for
parent participation.

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 share the responsibility for improving their academic achievement by coming to school each day ready to learn. They will arrive with a positive attitude, ask for help, prepare for class and interact respectfully with all members of the school community. They will put forth effort each day and take advantage of the opportunities provided to ensure academic progress.

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.

Provide opportunities for parents to work with their children and access the cultural resources outside of the neighborhood. Engage parent in learning
opportunities which include but are not limited to better understanding and advocating for Dual Language learning, community resources, child development, adolescent growth and development, growth mindset, leadership development and arts integration opportunities

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.	$1482.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00