

Socorro Sandoval Elementary School

2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020	C. Santoyo, T. DeSantiago, K. Beilfuss, V. Ortiz, J. Price, A. Rocha, A. Rodriguez, H. Santoyo, J. Munoz, S. Rodriguez, J. Vinsel, W. David	SEF Framework Ratings
02/19/2020	C. Santoyo, T. DeSantiago, K. Beilfuss, V. Ortiz, J. Price, A. Rocha, A. Rodriguez, H. Santoyo, J. Munoz, S. Rodriguez, J. Vinsel, W. David	SEF Framework Ratings/Critical Needs/Goals
02/26/2020	C. Santoyo, T. DeSantiago, K. Beilfuss, V. Ortiz, J. Price, A. Rocha, A. Rodriguez, H. Santoyo, J. Munoz, S. Rodriguez, J. Vinsel, W. David	Framework Priorities/Root Cause Protocol Review
03/05/2020	C. Santoyo, T. DeSantiago, K. Beilfuss, V. Ortiz, J. Price, A. Rocha, A. Rodriguez, H. Santoyo, J. Munoz, S. Rodriguez, J. Vinsel, W. David	Strategies
04/01/2020	C. Santoyo, T. DeSantiago, K. Beilfuss, V. Ortiz, J. Price, A. Rocha, A. Rodriguez, H. Santoyo, J. Munoz, S. Rodriguez, J. Vinsel, W. David	Theory of Action: via Google Classroom
04/17/2020	PAC members, BAC members	Parent and Family Plan
05/06/2020	C. Santoyo, T. DeSantiago, K. Beilfuss, V. Ortiz, J. Price, A. Rocha, A. Rodriguez, H. Santoyo, J. Munoz, S. Rodriguez, J. Vinsel, W. David	Action Steps: via Google Classroom

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
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision

- 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)
- 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 4 Enable staff to focus and prioritize what matters most
- 4 Employ the skills to effectively manage change
- 4 Make “safe practice” an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** ILT meets regularly; Safe Practice and Cycle is developed and implemented; PLCs meet weekly with agendas shared to all; weekly bulletin is shared with all school staff members;
- 4 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 4 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 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
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Continuous improvement cycle is developed; work with engineer and facilities manager daily; mission/vision was developed by teachers with parent input; teachers are invited to participate in interviews of potential hires; mentor teachers are assigned to new staff members; bell to bell adhere to the CPS guidelines;

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
 - 4 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Teacher teams work on units within grade levels; PK-2nd grades participate in the Balanced Literacy PD; some units have SEL standards identified within Humanities units; Teacher teams meet to develop/refine units; student engagement opportunities are identified in the units developed by teachers
- 3 - Instruction

- 4 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:** OSEL climate and culture survey was shared with staff; teachers differentiate lessons in all subject areas (as noted in unit plans); PK and KDG teams are developing units in spanish; units have evidence of student self-assessments; student discourse part of the instructional core/grade level look-fors
- 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
 - 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
 - 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
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 4 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:** Teachers develop goals for MOY and EOY; teachers analyze data (TRC/DIBELS/NWEA); grade levels use some common assessments (exit tickets, end-of-unit); accommodations are provided to DLs; some progress monitoring is taking place in PK-2nd; data meetings-teachers identify reengagement opportunities
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 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)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 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:** Menu of interventions has been created; MTSS team is identified; administration supports MTSS practices; tiering criteria is developed and includes behavior
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 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:** Create structured opportunities for students to explore college and careers and to understand the knowledge, mindsets, and skills necessary to become successful in both during college and career week;

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Climate and culture survey was administered; teachers receive PD from counselor; bear bucks; common preps for planning; second step and calm classroom resources are in every classroom
- 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)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community

- 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Student Council; Student Wellness Team;
- 4 - Physical and Emotional Safety
 - 4 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)
 - 4 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:** school-wide PBIS behavior expectations are communicated to all students and posters are posted throughout the school; Counselor works with staff and students; transitions are explicitly taught and reinforced; climate and culture survey was administered
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Follow SCC and SBOR; system for reporting incidents via "incident report" and ODR; teachers and admin identify students who need counseling; PD is provided to teachers on PBIS/Second Step ;
- 4 - 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)
 - 3 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:** LSC, PAC, BAC, SWOP Parent Mentors support school events and create opportunities for families to engage; work with several organizations such as CSI, Frida K, SWOP, BPNC; attendance plan exists to reach out and support students with excessive absence/tardies; parent engagement nights are

planned (literacy/math and science/ computer/ curriculum showcase/assemblies; teachers communicate with families through various tools

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4
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: 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	2nd grade literacy attainment
Root Cause 1	Lack of vertical alignment in KDG through 2nd within the gen. ed teachers
Area of Critical Need 1	Students with IEPs meeting growth targets in both Literacy and Math
Root Cause 2	Developing IEP goals based on student zone of proximal development and aligned to CCSS
Area of Critical Need 3	ELs making adequate progress on ACCESS
Root Cause 3	Common understanding of developing language goals and objectives based on student English proficiency

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: Attendance Rate Our attendance percentage has been dropping over the course of the 2019-2020 school year.	African American		93.00	96.00
	Overall		96.00	97.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Emergent bilinguals did not make sufficient growth. We want to make sure that our Emergent bilinguals are receiving adequate instruction based on their linguistic needs.	EL		38.00	45.00
	Students with IEPs		30.00	40.00
SQRP: National School Attainment Percentile - Reading (Grade 2) Our 2nd graders made some growth in attainment from the SY18 to the SY19 school year. We want to maintain that momentum and continue to increase the 2nd graders level of achievement.	Overall		50.00	55.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Overall		75.00	85.00
Students in grades 3-8 have demonstrated steady increase in the growth category. Students at Sandoval will continue to demonstrate growth in the next two years.	Students with IEPs		60.00	70.00
(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 Our rating dropped from Well Organized (5 points) for SY18 to Organized (4 points) for SY19. We want to work towards going back to Well Organized and maintaining that status. We want to focus on Involved Families and Effective Leaders areas.				4.00	4.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we develop and implement student and family attendance plans that include quarterly incentives, home-school agreements, and attendance progress monitoring...
Then we see...	...then we will see staff, students, and families following the established attendance plans and its pertaining progress monitoring checks...

which leads to...	...which leads to an increase of the overall student attendance rate to 97% and the African-American student attendance rate to 96% by 2022.
Budget Description	Teacher/Staff Attendance committee planning time, Parent Advisory Groups (BAC, PAC, LSC) feedback, external partnership workshops on attendance, incentives for attendance, Student Voice Committee planning/surveys, Funding Sources: Local (115), Title I (332)
Tags	Family & Community Engagement, OSSE: Attendance & Truancy, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> • (Not started) Seek the students voice in attendance improvement (can use survey from student voice and engagement) Tags: • (Not started) Involve students in planning incentives so they are eager to come to school. (Individual classroom incentives, grade level incentives, and school wide incentives) Tags: • (Not started) Peer mentorship: Mentor team can consist of 3-5th graders to mentor pre-k-2nd.(This team can include new students, students with low attendance, students who feel disconnected from the school community etc.) This will help students feel more connected to their school environment. Team of staff members will oversee the peer mentor team and facilitate monthly events. Tags: • (Not started) Attendance contract/agreement for students off track: Teacher, student and parent will participate in an attendance contract/agreement meeting to set up goals and supports to help students get on track (yearly). Tags:

Strategy 2

If we do...	If we participate in on-going professional development around dual language education and instruction, unpacking english (CCSS) and spanish language standards, writing language objectives (WIDA) within units, and explicit vocabulary instruction in the content areas...
Then we see...	...then we will see teachers intentionally collaborating, planning and delivering standards-based, content-rich instruction based on student academic and language needs...
which leads to...	...which leads to EL student's growth on ACCESS from 27.6% to 50% and growth on ACCESS for EL students with IEPs from 10% to 50%.
Budget Description	By the 2022 school year, Sandoval School will be Dual Language from PK through 2nd grade. Teachers and staff need continued professional development in understanding dual language instruction and language development, and planning for instruction. Resources

	needed: Biliteracy PD, Dual Language Planning committee, planning time for staff, coverage for peer visits, multilingual and culturally-relevant student resources, student enrichment time (before/after school).
Tags	Instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Instructional Quality, OLCE, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> • (Not started) Create a long-term PD Calendar that addresses on-going teacher development on Dual Language education and instruction. Tags: • (Not started) Teacher Teams align CCSS/WIDA/ELD/SLA standards within the unit by creating and connecting content targets and language targets to MPI?s. Tags: • (Not started) Unit planning through the language development lens to identify strategic and specific instructional strategies by creating content and language objectives with differentiated supports which promote student engagement opportunities. Tags: • (Not started) Create formative and summative assessments to assess content & language development at the discourse level, sentence level and word/phrase level within different levels of language proficiency. Tags:

Strategy 3

If we do...	Teams regularly and consistently analyze student work, including formative and summative assessments, use frequent formative assessment strategies to measure student understanding, and plan for reengagement opportunities for students to meet the identified standards,
Then we see...	then we will see colleagues pushing each others' practice through questioning and feedback and teachers adapting, revising practices, and identifying student misconceptions based on data, as well as see an increased understanding from the teachers and evidence of assessments aligned with the standards that engage students in rigorous and robust instruction based on the identified areas of need.
which leads to...	.which leads to reflective practices, differentiated instruction, improved student achievement, including English Learners and Diverse Learners, specifically in Literacy and Math so that students achieve and surpass projected growth targets on the NWEA: by 2022 85% of overall students and 70% of students with IEPs will meet/exceed growth targets.

Budget Description	Resources: Sub coverage for peer visits and vertical and horizontal planning, professional development on providing feedback, vertical and horizontal scope and sequence alignment
Tags	Instruction, Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 2- Leveraging Data to Close Gaps, OECE: PK Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Plan and provide instruction that is differentiated and tailored to the strengths, needs, and interests of each student. Tags: • (Not started) Plan and provide scaffolding and differentiated opportunities for meaningful project-based learning tasks that are aligned to CCSS and ELD Standards. Tags: • (Not started) Align tasks with big ideas and standards-based learning objectives that encourage students to engage and lead discussions about content using academic language. . Tags: • (Not started) Plan and provide AAI opportunities that enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence. Tags:

Strategy 4

If we do...	.If we develop a vertically and horizontally aligned literacy scope and sequence, prioritizing key common core standards, foundational skills, and identify high-leverage teaching and assessing strategies...
Then we see...	...then we will see a progressive increase in students? regular practice with complex texts and tasks, embedded with explicit instruction of foundational skills, that improve all students? overall literacy skills...
which leads to...	...which will lead to an increase in 2nd grade Reading attainment from 46% to 55% in 2022 and as well an increase in 3rd-5th grade students meeting/exceeding NWEA growth targets from 64.8% to 85%. We will also see an increase in the percent of students meeting/exceeding proficiency in TRC/DIBELs/IDEL.
Budget Description	PK-2nd teacher team collaboration, peer visits, professional development on balanced literacy, aligned resources and texts, before/after-school enrichment opportunities, MTSS

Tags	Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> • (Not started) Create a plan based on data and reading common core standards to provide a coherence, aligned, and rigorous instruction which is tailored to better fit the students? needs. Tags: • (Not started) Plan and provide equitable access by scaffolding content. To the extent to which classroom structures invite and support the active engagement of all students with academic tasks aligned to the common core standards. Intentionally providing students with consistent extra support based on academic needs, and goals based on First Grade EOY NWEA Reading Scores. By the end of the school year, 45% to 50% of Students will show progress and growth based on individual First Grade Spring Reading NWEA reading RIT data to meet their individual reading attainment. Tags: • (Not started) Create rigorous based learning objectives? tasks to the extent to which students are provided opportunities to ?walk the walk? and ?talk the talk? to contribute to conversations about disciplinary ideas to build on others? ideas and have others build on theirs. In ways that contribute to the development of students? agency (willingness to engage) authority and identify (AAI). These standard based aligned instruction will meet students where they are and give them opportunities to deepen their understanding to meet and exit their NWEA reading attainment. Tags: • (Not started) Create and use different resources and assessments needed to attain the established reading common core standard based goals. Use assessments that elicit students? thinking, performing, interactions that build on productive beginnings and address misunderstandings with the purpose of identifying patterns to plan for future instruction and making sure students show growth. Create and provide students with differentiated resources to reinforce foundational reading skills and help students keep building on their learning. Tags:

Strategy 5

If we do...	If we establish a school culture that elicits student voice and student leadership participation and values social-emotional learning...
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Then we see...	...then we will see teachers planning student engagement opportunities to participate in both social-emotional learning and civics teaching and learning throughout the school year...
which leads to...	...which will lead to an increase in student motivation, attendance, and active participation in planned civics instruction and social-emotional teaching and learning.
Budget Description	
Tags	Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Establish student surveys and student round-table discussions to inform student voice, engagement, and civic life integration into the curriculum Tags: • (Not started) Design student led yearly project - ?thesis? style research project of choice for students in any topic that interests them that could be related or not related to their studies (i.e. pre-k student is interested in dinosaurs or a 5th grade student is interested in researching about presidential candidates) Tags: • (Not started) Establish and implement Student/Teacher mentor programs or Teacher/student listening sessions (examples; lunch with the teacher, regular class discussions (morning meetings?), classroom ?talk shows?, suggestion box in the classroom, flexible classroom seating Tags: • (Not started) Establish a student Debate Team (working on issues of the moment) Tags:

Action Plan

Strategy 1

Seek the students voice in attendance improvement (can use survey from student voice and engagement)

Sep 01, 2020 to Oct 30, 2020 - Teachers Students

Involve students in planning incentives so they are eager to come to school. (Individual classroom incentives, grade level incentives, and school wide incentives)

Sep 07, 2020 to Dec 18, 2020 - Teachers Attendance Committee

Peer mentorship: Mentor team can consist of 3-5th graders to mentor pre-k-2nd.(This team can include new students, students with low attendance, students who feel disconnected from the school community etc.) This will help students feel more connected to their school environment. Team of staff members will oversee the peer mentor team and facilitate monthly events.

Sep 07, 2020 to Jun 17, 2022 - Student voice and engagement team(staff) student mentors

Attendance contract/agreement for students off track: Teacher, student and parent will participate in an attendance contract/agreement meeting to set up goals and supports to help students get on track (yearly).

Sep 07, 2020 to Sep 30, 2020 - Teacher Student

Strategy 2

Create a long-term PD Calendar that addresses on-going teacher development on Dual Language education and instruction.

Aug 03, 2020 to Sep 25, 2020 - Dual Language Coordinator /ELPT Admin Team ILT

Teacher Teams align CCSS/WIDA/ELD/SLA standards within the unit by creating and connecting content targets and language targets to MPI?s.

Sep 07, 2020 to May 31, 2021 - Teacher teams Dual Language Coordinator / ELPT

Unit planning through the language development lens to identify strategic and specific instructional strategies by creating content and language objectives with differentiated supports which promote student engagement opportunities.

Sep 07, 2020 to Apr 30, 2021 - Teacher Teams Dual Language Coordinator/ELPT ILT

Create formative and summative assessments to assess content & language development at the discourse level, sentence level and word/phrase level within different levels of language proficiency.

Sep 07, 2020 to May 31, 2021 - Teacher Teams Dual Language Coordinator/ELPT ILT

Strategy 3

Plan and provide instruction that is differentiated and tailored to the strengths, needs, and interests of each student.

Sep 07, 2020 to Jun 18, 2021 - 3rd -5th Grade Teams ILT

Plan and provide scaffolding and differentiated opportunities for meaningful project-based learning tasks that are aligned to CCSS and ELD Standards.

Jul 01, 2020 to Jun 18, 2021 - 3rd - 5th Grade Teams ILT

Align tasks with big ideas and standards-based learning objectives that encourage students to engage and lead discussions about content using academic language. .

Jul 01, 2020 to Nov 13, 2020 - 3rd - 5th Grade Teams ILT

Plan and provide AAI opportunities that enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.

Sep 07, 2020 to Jun 17, 2022 - 3rd - 5th Grade Teams ILT

Strategy 4

Create a plan based on data and reading common core standards to provide a coherence, aligned, and rigorous instruction which is tailored to better fit the students' needs.

Sep 07, 2020 to May 31, 2021 - K-2 Grade Level Teams ILT

Plan and provide equitable access by scaffolding content. To the extent to which classroom structures invite and support the active engagement of all students with academic tasks aligned to the common core standards. Intentionally providing students with consistent extra support based on academic needs, and goals based on First Grade EOY NWEA Reading Scores. By the end of the school year, 45% to 50% of Students will show progress and growth based on individual First Grade Spring Reading NWEA reading RIT data to meet their individual reading attainment.

Sep 07, 2020 to Jun 18, 2021 - K-2 Grade Level Teams ILT

Create rigorous based learning objectives' tasks to the extent to which students are provided opportunities to 'walk the walk' and 'talk the talk' to contribute to conversations about disciplinary ideas to build on others' ideas and have others build on theirs. In ways that contribute to the development of students' agency (willingness to engage) authority and identify (AAI). These standard based aligned instruction will meet students where they are and give them opportunities to deepen their understanding to meet and exit their NWEA reading attainment.

Sep 07, 2020 to Jun 17, 2022 - K-2 Grade Level Teams ILT

Create and use different resources and assessments needed to attain the established reading common core standard based goals. Use assessments that elicit students' thinking, performing, interactions that build on productive beginnings and address misunderstandings with the purpose of identifying patterns to plan for future instruction and making sure students show growth. Create and provide students with differentiated resources to reinforce foundational reading skills and help students keep building on their learning.

Sep 07, 2020 to Jun 17, 2022 - K-2 Grade Level Teams ILT

Strategy 5

Establish student surveys and student round-table discussions to inform student voice, engagement, and civic life integration into the curriculum

Sep 07, 2020 to Nov 30, 2020 - New student team or student council

Design student led yearly project - "thesis" style research project of choice for students in any topic that interests them that could be related or not related to their studies (i.e. pre-k student is interested in dinosaurs or a 5th grade student is interested in researching about presidential candidates)

Sep 07, 2020 to Jun 17, 2022 - Teachers and students

Establish and implement Student/Teacher mentor programs or Teacher/student listening sessions (examples; lunch with the teacher, regular class discussions (morning meetings?), classroom "talk shows", suggestion box in the classroom, flexible classroom seating)

Sep 07, 2020 to Jun 17, 2022 - teachers and staff

Establish a student Debate Team (working on issues of the moment)

Jan 04, 2021 to Jun 18, 2021 - Teachers and staff

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.

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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.

Multiple sources of data are reviewed and analyzed in order to monitor the needs of our student population as it relates to state content and achievement standards. Examples of this include: SQRP, On track data, NWEA, DIBELS, student performance tasks, State Mandated Tests (Illinois Readiness assessment & Access).

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

School-wide best practices and strategies are implemented to address the student population. Teachers and staff engage in professional learning inclusive of all students with differentiated strengths and areas of growth.

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.

School-wide instructional strategies implemented in all core subject areas in order to provide students with the differentiated instruction and resources needed to meet proficient and advanced levels of academic achievement. Professional development provided to teachers and staff reflected on best/researched based effective instructional strategies. Resources aligned to state Common Core State Standards and content.

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 Multi-tier system of supports (MTSS) is the framework used to provide targeted support for students not meeting the state academic achievement standards. It is focused on addressing the needs of the whole child socially and emotionally, academically, and or behaviorally. A committee is formed to identify, screen, assess, provide intensive supports, and monitor the effectiveness of the interventions.

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

A committee is formed to review resumes and identify candidates. The members are part of the selection and interview process of candidates. Posted positions are made available as soon as possible reflective of students/academic programming. External partnerships with Universities and Non-traditional teacher preparation programs in order to host student teachers. Paraprofessionals are also encouraged to pursue their teaching license.

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.

A professional development calendar for teachers and staff will be developed at the school level with professional learning opportunities that align with the identified CIWP priorities: Curriculum, Instruction, Balanced Assessment and Grading, Student Voice, Engagement, and Civic Life. The ILT and administration will collaborate to identify cycles of inquiry to improve and inform instruction. At the district level, staff will attend professional development opportunities that align with their respective content/grade to continue to support professional learning.

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

Teachers and staff will participate in Family Engagement Committees to plan and execute family nights, which include Family Literacy Night (October 2020) and Math/Science Night (Spring 2021). We will work

with community organizations/external partnerships to offer parent classes in technology, book study, and nutrition as well as leadership development program, Parent Mentors.

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.

Family workshops and meetings will be held to provide PK families information about our programming on Dual Language and transitioning to KDG. We will also plan to provide ?Kick-off to Kindergarten? programming in the Summer of 2020 and 2021. Pre-school also participates in school wide academic programming such as music, art, media, technology, physical education, and health. PreSchool and Kindergarten teachers collaborate and plan in order to address the diverse needs (academically, behaviorally, emotionally and socially).

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.

Teachers and administration will develop an assessment calendar for the 2020-2021 school year. The staff will vote on the academic assessment calendar and will subsequently implement.

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.

Before- and after-school programming will be available in the Fall 2020 and Spring 2021 to support student academic achievement towards meeting/exceeding identified student growth targets and mastery of content standards. Progress towards these goals will be measured by establishing SMART goals and progress monitoring towards these goals during both Fall and Spring sessions. During school hours, students in need of additional academic support will receive tiered supports, including but not limited to interventions in Reading and Math.

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.

A comprehensive and inclusive calendar for family and student workshops and/or classes will be developed by the school stakeholders, including the Parent Advisory Council and Bilingual Advisory Council Council, and community organizations to address topics on social-emotional health, nutrition, academic supports, and computer literacy and leadership training.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The Parent Advisory Committee works collaboratively with the administration team in developing, reviewing, revising, and updating the plan. The plan is shared with parents/families via parent/families/community open meetings.

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

Sandoval hosts an annual meeting at the beginning of the 2020-2021 school year. At the annual meeting parents/families are informed of their rights to be involved and the types of programming available to parents/families/community. Parents/families/community notified of annual meetings and regularly scheduled meetings throughout the year via our school website/social media, letter/flyer sent home, monthly school calendar distributed to students/staff members, notifications posted on the school doors (Open Meetings Act) prior to meetings. The Title I Annual Meeting will be held on September 23, 2020. The Title I Parent Advisory Committee Organization Meeting will also take place on September 23, 2020.

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.

During regularly scheduled monthly meetings, time is set aside for parents/guardians to express their concerns, provide suggestions, and or ask questions. Administration, administration representative, and or parent committee member will address questions at the meeting or will address at future scheduled 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.

State assessment reports will be shared with parents/guardians based on the timelines provided by the state. For example, ACCESS and the Illinois Assessment of Readiness (IAR). Individual student profiles will be shared and sent home with student. Parents are encouraged to discuss student profile with administration, homeroom teacher, and or counselor. Administration, homeroom teacher, and or counselor may assist parent/guardian understand, interpret, analyze the child's performance on the State Assessment.

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.

A formal "right to ask" letter is sent home with each student. When parents complete the letter/form and request this information, the parents may pick up the qualification information at the school after CPS conducts employee audits and the results are shared with the school. In addition the school administration will ensure positions are posted as soon as administration is aware of, reach out to district for support on recruitment and advertisement, develop and involve interview committee in order to review resumes and screen candidates, fill positions with qualified individuals.

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.

An annual Open House is scheduled for September 2020. Administration and teacher leaders will provide parents/guardians with an overview of academic programming and yearly assessments. Parents/guardians will have an opportunity to visit their child's homeroom teacher in order to gauge/understand routines, procedures, behavioral and academic expectations set forth by the teacher.

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.

Parental involvement communication is consistently encouraged through website postings, social media, flyers, notes, and monthly calendar. Family events such as, Literacy Night and Math/Science Night will offer parents/guardians an opportunity to learn strategies and participate in engaging activities to extend the learning process from school to home. The family nights include mini workshops, guest speakers, and technology-based programming. Additionally, Sandoval partners with a non-profit organization RISE which supports parent programming such as technology classes, English as a Second Language, Arts and Crafts, Book Clubs, and Social Emotional Learning, The Parent Advisory Committee and the Bilingual Advisory Committee plan and delivery monthly meetings supporting professional learning, trainings, workshops, and or seminars encouraging parental involvement in the overall academic programming of the school. Teachers also share instructional and behavioral practices/strategies during monthly Local School Council Meetings.

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.

Professional development is given to teachers/staff in order to strengthen strong home-school connections. The CIWP team will monitor the milestones in order to assess our effectiveness in engaging with our parents/families.

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.

Sandoval's early childhood program fosters parental involvement by sponsoring/hosting regular meetings. Early childhood teachers also encourage and foster parental involvement by embedding a parent/guardian volunteer component in the curriculum.

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 communication, verbal and or written is done in English and Spanish, the predominant languages spoken by our Sandoval Community. Translators are available for Spanish and Polish. List of bilingual staff posted in the Main Office. Most of the staff members are fluent bilinguals.

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.)

The Parent Advisory Committee collaboratively works with the administration in developing and reviewing the plan. The plan is shared with parents during open meetings to the public.

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.

Based on Chicago Public Schools district wide 2020-2021 calendar, parent teacher conferences will be held on Wednesday, November 18, 2020 and on Wednesday, April 21, 2021. Parents will have an opportunity to meet and discuss with their child's teacher areas such as; student behavioral and academic progress, grades, intervention/enrichment opportunities, and multiple assessment data points. Parents/guardians are encouraged to set conferences with teachers during the following report card distribution days: February 12, 2021 and on June 22, 2021.

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

Based on Chicago Public Schools district wide 2020-2021 calendar, progress reports are distributed during the 6th week of each quarter on the following dates: Quarter 1 on October 9, 2020, Quarter 2 on December 18, 2020, Quarter 3 on March 12, 2021, and on Quarter 4 on May 21, 2021.

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

Teachers share their availability and best communication mode with parents/families on a yearly basis. Teachers may schedule parent meetings/in person or phone conferences before or after school, during teacher daily preparatory time. Teachers and parents communicate electronically as well. Teachers' email addresses are shared via the website. Teachers also incorporate different applications such as Class Dojo to communicate with parents/guardians.

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

Parents are directed to get a volunteer application packet from the Main Office. Parents are encouraged to become/volunteer as classroom parent mentors, chaperone on field trips, assist with special events, and support school wide events.

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

The school provides students with an agenda book in order to record homework assignments. Parents are asked to review agenda book on a nightly bases in order to monitor completion of assignments. Teachers/parents use the agenda as a mode of communication between home-school. Parents have access to parent portal, electronic grade book, which gives them access to review child's grade, assignment completion, assessment progress. Attendance is highly emphasized. Parents are encouraged and students are motivated to attend school on a daily basis in order to support behavioral and academic learning habits. School makes daily phone calls to parents whose child was absent. School sends home 5 and 10 unexcused letters home. Teachers/staff members share grade level expectations, including resources that support student learning. Resources shared during monthly parent meetings. Parents are asked to monitor attendance and provide the school with a note and a reason as to why their child was absent or 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.

Parent leaders(LSC, PAC, BAC, SWOP) collaborate with administration and teacher leaders(English Lead Teacher and Dual Language Coordinator) in order to participate in the decision making on behalf of the education of the Sandoval student body. Parents/families are given opportunities to meet and express concerns during structured meetings held at the school on a monthly basis. Teachers/staff communicate with parents on an ongoing basis via phone calls, notes sent home, student agenda books, emails, applications such as class dojo, report card conferences, conferences requested by teachers/staff and parents/families. Parents are encouraged to address academic and behavioral concerns with their child's teacher first prior to reaching out to a member of the administration team. Parents are encouraged to schedule appointments with teachers, staff members, counselor, and related service providers.

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).

Sandoval students sign the Parent Compact in an effort to pledge their commitment to their education. Teachers are encourage to assist students create individual student goal setting milestones addressing attendance, literacy and math. Teachers share assessment baselines with students and set milestone and yearly goals. Students assume ownership of their growth and achievement by tracking and monitoring progress towards goals. In the mornings, students recite the Positive Behavior Interventions and Supports (PBIS) pledge reminding them to respect themselves, others, the school learning environment, and student learning. Students are aware of school wide behavioral expectations and earn "bear bucks" when student positive expectations are evident. Student bear bucks are redeemed at the PBIS store on a quarterly basis to promote and encourage positive behaviors.

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.

Through monthly parent/family meetings and workshops, parents/families will engage in learning activities that will cover topics on mental health, academic supports and strategies, nutrition, social-emotional learning, and home-school connections in order to equip parents/families with tools and knowledge to support their children's academic achievement and increase parental involvement.

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
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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.	\$2164.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1400.00
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)	\$800.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$902.00
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.	\$800.00
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