Sidney Sawyer Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Nelly Robles	Principal	nrobles1@cps.edu	Has access
Clarisa Bravo-Ruiz	Assistant Principal	cbravo-ruiz@cps.edu	Has access
Diego Figueroa	Assistant Principal	dffigueroa@cps.edu	Has access
Niahm Burke	5/6 Gifted Teacher (3-6 cluster)	nburke@cps.edu	No Access
Sandra Cano	Case Manager	scano@cps.edu	No Access
Rosaly Tam	Data Analyst/LSC member	rtam@cps.edu	No Access
Tricy Cooksey	Math Interventionist/Teacher	tlcooksey@cps.edu	No Access
Jennie Vazquez	Bilingual Teacher/MTSS /Dual Language Coordinator	jvazquez62@cps.edu	No Access
Josefina Zamorano	2nd Grade Teacher (K-2 cluster)	jzamorano@cps.edu	No Access
Nadia Miranda	Counselor/SEL	ncmiranda@cps.edu	No Access
Gloria Taylor	ELPT/LSC Member	gtaylor15@cps.edu	No Access
Monica Zaragoza	DL Representative	mlmercado1@cps.edu	Has access
Joanne Sotomayor	Parent		No Access
Lizbeth Cortez	Student (6-8)		No Access

Name	Role	Email	Access
Sameera Pelissier	8th grade teacher (6-8 cluster) Math, Science, SS, ELA, ESL	spelissier@cps.edu	No Access
Stephanie Fernandez	Kindergarten teacher, Bilingual & ESL, Middle School Endorsement	sfernandez24@cps.edu	No Access
Gloria Venegas	Kindergarten Teacher, Bilingual & ESL	gevenegas@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/17/2020	Nelly Robles, Clarisa Bravo-Ruiz, Diego Figueroa, Dolores Cupp	Discuss participants that will represent student demographics and school programs
01/23/2020	Nelly Robles, Clarisa Bravo-Ruiz, Diego Figueroa, Gloria Venegas, Sameera Pelissier Jennie Vazquez, Sandra Cano, Josefina Zamorano	Complete two deadlines: Team and School Excellence Framework
01/24/2020	Nelly Robles, Clarisa Bravo-Ruiz, Sameera Pelissier, Sandra Cano, Gloria Venegas, Monica Zaragoza, Josefina Zamorano, Jeanna Chibe, Gloria Taylor, Rosaly Tam, Stephanie Fernandez	Complete deadlines (SEF)
01/27/2020	Nelly Robles, Sameera Pelissier, Clarisa Bravo-Ruiz, Niahm Burke, Tricy Cooksey, Stephanie Fernandez, Sotomayor, Sandra Cano, Jennifer Williams, Josefina Zamorano, Diego Figueroa	Complete SEF
01/28/2020	Nelly Robles, Clarisa Bravo-Ruiz, Sameera Pelissier, Gloria Venegas, Monica Zaragoza, Gloria Taylor, Stephanie Fernandez, Dolores Cupp, Diego Figureroa	Complete SEF

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 3 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 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 2 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 2 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Our school is building relational trust by sharing a common vision and mission between all stakeholders that include LSC, PPC, BAC/PAC, MTSS, SLIT, and others. Stakeholders such as counselors met with the staff to create the vision and the mission of our school. The vision and the mission is posted in all classrooms and in the hallways. The vision and the mission is communicated to the parents on a monthly basis via the newsletter ALL PD that is provided to the staff from the school and the district include the vision and the mission of the school and the district. Our school fosters positive learning environments that include Calm classrooms, mustang moolahs, golden tickets, attendance champs, 2nd step curriculum, Mustang Pledge, College & Career classes, Discipline Assembly, and Restorative Practices. We created a "common language" with noise levels school-wide. Full-time Soial Worker that supports our students, both counselors attend various training outside of the school, k
- 3 - Structure for Continuous Improvement
    - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 2 Design professional learning (PL) to achieve school-wide improvement goals
    - o 3 Design and implement school day schedules that are responsive to student needs
    - o 3 Align the budget to the CIWP priorities and the mission of the school
    - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - 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 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: Instructional Leadership Teams meets biweekly, Grade Level Teams meet every week to collaborate and learn together. Instructional coaches for reading and math. Use student data during grade level meetings to identify practice gaps to inform instruction. Professional learning topics include social

emotional learning, community-building, restorative and trauma-sensitive approaches, and supportive interventions. Staff attend Network PD and bring new knowledge and resources to teachers. Analyze student work samples as part of professional learning to best support students? attainment of quality work and standards with formative assessments. Follow all CPS Instructional Time Guidelines to maximize instructional time and Instructional Block Guidelines to maximize academic-engaged time. Use grant funds strategically to support areas of highest need. Have a collaborative hiring team and process to identify and select best available candidates. c. Actively build a pool of potential staff members by working with colleges and universities. Check candidates? previous performance at CPS schools and require a classroom lesson demonstration to assess expertise, philosophy, and commitment. Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague. Create opportunities for growth, including opportunities for staff to assume additional leadership roles or pursue personal growth goals. The local school council (LSC) is involved in supporting SEL initiatives.

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 2 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**: Culturally relevant research projects are assigned. Celebrations of multiple cultures including but not limiting African-American History, Hispanic Heritage and Asian Heritage will be integrated culturally in thematic units. Essential questions and enduring understanding from units relate and connect to the world around us. Curriculum connects to real world for all students, included in our EL, DL and comprehensive program must have authentic application of learning. Amplify focuses on making connections to the real-world, Second step provides many opportunities to apply learning to real life Several teachers have applied and visited 826CHI with their students, where they have been able to work with other professionals to support writing their own work. MSI Teacher workshops had opened opportunities for students to engage in STEM exploration. Integrate field-based learning through partnerships with city institutions Science and Industry Museum, CSO, Playing with Numbers, Ravinia, Hubbard Street, Lyric Opera. colleges, universities, and community based organizations, YMCA, BAM, Chicago Run. We have units of instruction for different content areas that are aligned horizontally and have had opportunities to try to vertically align them but it is still in process. Our comprehensive program units of instruction must be advanced at least by a semester. Each grade-level has a scope and sequence that they follow. Second step allows us to teach skills to all grades in the school, many teachers have a calming down corner, and socio-emotional time scheduled in our time distribution sheet throughout the day. Middle has a wide range of genres and texts that are windows and mirrors including a series on the

Holocaust, Buried Onions, My Name is Yoon, and Esperanza Rising. The primary grades are also engaging students in texts that provide "Mirrors and Windows" including folktales such as La Llorona, El Cucuy, and Cinderella. Each grade level has a variety of texts that help our students find themselves and their experiences as well as offer content knowledge and perspectives on the wider world. A continued push will be to purchase every text in Spanish and English to better meet the needs of our students. We have had several professional developments that focused on unit planning using the UBD template for all content areas Students have opportunities to set academic goals based on NWEA

- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 1 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 1 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Culturally relevant research projects are assigned. Celebration of Black History month by integrating culturally based theme books. Essential questions and enduring understanding from units relate and connect to the world around us. Curriculum connects to real world, authentic application of learning. Amplify focuses on making connections to the real-world, Second step provides many opportunities to apply learning to real life Several teachers have applied and visited 826CHI with their students, where they have been able to work with other professionals to support writing their own work. MSI Teacher workshops had opened opportunities for students to engage in STEM exploration. Integrate field-based learning through partnerships with city institutions Science and Industry Museum, CSO, Playing with Numbers, Ravinia, Hubbard Street, Lyric Opera. colleges, universities, and community based. organizations, YMCA, BAM, Chicago Run. We have units of instruction for different content areas that are aligned horizontally and have had opportunities to try to vertically align them but it is still in process. Each grade-level has a scope and sequence that they follow including our comprehensive gifted program. Second step allows us to teach skills to all grades in the school, many teachers have a calming down corner, and socio-emotional time scheduled in our time distribution sheet throughout the day. Middle grades have a wide range of genres and texts that are windows and mirrors including a series on the Holocaust, Buried Onions, My Name is Yoon, and Esperanza Rising. The primary grades are also engaging students in texts that provide "Mirrors and Windows" including folktales such as La Llorona, El Cucuy, and Cinderella. Each grade level has a variety of texts that help our students find themselves and their experiences as well as offer content knowledge and perspectives on the wider world. A continued push will be to purchase every text in Spanish and English to better meet the needs of our students. Use the goal setting sheet to set high expectation with students, teachers encourage the use of student portal, attendance boards and attendance champs initiative promotes good attendance and rewards students, Students are given awards (medals, certificates) at the end of the year to recognize their efforts throughout

the year. We have had several professional developments that focused on unit planning using the UBD template for all content areas. Students have opportunities to set academic goals based on NWEA. Conferencing is part of reading workshop and we have had a conferring PD with our ISL. Teachers use rubrics to encourage students to self-regulate their own learning. Teachers have received 2 modules from the ELPT that have pertained to the WIDA Standards and Academic Language. WIDA standards are included in the units. Integrates the teaching of academic and the ISBE standards. SEL Curriculum is implemented, Calm Classroom, and Restorative Practices. Require students to cite textual evidence to support/develop a claim. Guide students to articulate the relevance of the objective(s) to learning.

- 2 - Balanced Assessment and Grading
  - o 2 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 1 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 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 1 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 2 Improve and promote assessment literacy
  - o 2 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**: Teachers use a variety of supplemental assessment types throughout the year to assess their students. A common protocol is used during data meetings (Data Meeting Protocol and the Weekly Data Meeting Tracker) with supplemental materials to guide teachers with their data meetings and calibrate on scoring and grading. Some grade levels are still developing in learning how to analyze multiple subject materials. Some teachers are reflecting on curriculum and looking at assessment before teaching. Not consistently addressing CCSS, but moving towards using Instructional Insight Report. During open house meetings at the beginning of the school year parents are provided with information about the grading system and expectations for the grade level. Our College and Career Coach provides assistance in completing high school applications (Naviance), which includes a thorough explanation of how to apply for schools outside of our community. Throughout the year teachers hold meetings to review and update the goals on the NWEA Goal Setting worksheet. Scores are reviewed and goals are set with students and parents.
- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 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)
- 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 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 2 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 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)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 1 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 1 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 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 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)
- o 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)
- o **Evidence**: Interventions for chronic absenteeism consists of home visits and parent conferences, check-in/check-out with students. Grading policy is review and On-Track, and Off-Track data, as part of grade level team to determine best next steps to prevent students from failing. SAM Report on upward trajectory with continuous growth in overall ratings for the past few years. Ongoing: MTSS uses Menu of Interventions. Administration meets biweekly with MTSS committee and supports the MTSS tier 2 and tier 3 interventions. Administration has encouraged and facilitated MTSS Committee to have Professional Development for the entire staff. Use attendance, verify logger, on-track data, stakeholder input, and NWEA to pull this data and analyze it. Staff is getting a PD on how to document interventions on ASPEN. MTSS using the On-Track, and Off-Track reports to further analyze student need. We have an identified team consisting of the administration team, counselor, case manager, ELPT, bilingual support, the lead reading and math interventionists. MTSS Committee has created a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3. MTSS committee reports to LSC and updates included in newsletter sent home. Attendance, On-Track, and Off-Track, MTSS instructional flowchart. Second Step curriculum is embedded into the teaching. Data talks, BAS Action Plans, NWEA action plans. All teachers were provided access to the Menu of Interventions that are evidence-based interventions for Tier 2, Tier 3 for academic and social needs. In regard to academic needs, resource teachers and teacher assistants assist in small group setting. Counselors and social worker provide tier 2 and tier 3 SEL interventions based on student needs. School groups have analyzed both ACCESS and NWEA scores, teachers use the can-do descriptors along with their access scores to create an individualized plan for students, workshops for BAS where teachers use data to group students and create an action plan. Although we use research-based diagnostic tool, NWEA assessments, we still need to better identify a process to determine the root-cause. Inconsistent use of template for progress monitoring. Counselors work well with trauma sensitive. Professional development is ongoing for parent mentors and weekly learn more strategies to support in the classrooms. Teachers share with students' parents on ways to progress monitor and support their child at home.
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)

- o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- o 3 READINESS ? Ensure equitable access to college preparatory curriculum
- o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- o **Evidence**: College and Career Coach and Counselor use Naviance lessons to help students with self-discovery, career exploration, post-secondary planning and academic planning. 8th grade transition plans for students with IEPS to be able to choose career clusters and facilitate the child's movement from elementary school to high school and including post-secondary and vocational education. Provide access to 8th grade algebra. At a gifted meeting with parents, informed them of Chicago State University?s Re-engineering Program (PREP) summer experience for 6th-12 graders. Assisted students to apply to this highly competitive program and about a dozen of our students attended. Work with student and families to apply to selective enrollment high schools. Start the conversation about college in primary grades and continue in upper grades.

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Utilize SEL Curriculum; Peace Circles used to foster Restorative Justice in a classroom and address conflict, solve problems among students, and build social emotional capacity. Second Step, helps students build the skills of success. Opportunities for students to learn SEL skills such as empathy and respect, and actions like good decision-making and problem-solving skills, teachers present weekly lesson focused on one of these areas. Counselors and Deans support students with higher levels of need and assign a staff member who check in with students. Students are acknowledged for their positive contributions to the school community during school assemblies. Staff are work together toward school improvement.
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 1 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture
  - o **Evidence**: Teach about the structure and function of government as well as local, national, and international political structures and power dynamics, In 5th grade, topics focus on branches of government. In 6th grade, topics focus on past

civilizations and how they were ruled worldwide. In 7th grade, topics focus on American history, Constitution, and any other events that lead to the Civil War. In 8th grade, topics focus on events after the Civil War until 1960s. During presidential elections, teachers organize mock elections into their curriculum. Students are exposed every year in the seventh and fifth grade cover topics about Constitution and branches of government. Some middle school teachers discuss controversial and current issues with students. Some teachers teach how to use reliable sources from the internet. There are school wide assemblies about drugs, social media use, and texting. Teachers create connections between curriculum and students? experience. Students learn how their experiences are similar to important historic events. Beta Student group coordinates Food Drives. Fundraising committee supports international student exchange program. Students Vote for what to wear during dress down for CHAMPS, during election year it is embedded in the curriculum through outside resources like Time for Kids. Student involvement in the LGBTQ club. Curriculum includes community organizations such as Lawyers in the classroom program, Community Helpers Unit. Margarita Avalos (BNCP- Brighton Park, Neighborhood Council), Food Depository, YMCA.

- 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**: All classrooms have emergency procedures, safety routes, color coded lock down ELSA, school personal available for staff and students to report concerns, intercoms in all classroom and working, walkie talkies used by support personal and administration. Emergency buttons on each floors. Classrooms have daily schedules posted for all students and teachers to follow. Adults follow the CPS-established protocol, including conducting a bullying investigation, when they are aware of teasing, bullying, harassment or other behaviors that may cause students to feel unsafe. Clear criteria for office referrals versus classroom managed behavior. Staff use Student logger to document incidents. Deans, counselors and parents are informed immediate and procedures are followed for all incidents. Incentives are given for transitions, Golden Tickets. All adults interact positively with students during arrival, dismissal, and passing periods. School doors have a key pad and modular are monitored by security officers. There are 5 PBIS school-wide expectations that are followed. Adults make sure to intervene in all areas of the building when observing unsafe or harmful situations.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 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 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- o **Evidence**: Utilize SEL Curriculum to teach expected behavior: Peace Circles used to foster Restorative Justice in a classroom and address conflict, solve problems among students, and build social emotional capacity. Second Steps helps students build the skills of success. Deans and Counselors support all staff to engage in restorative conversations and respond to behavior incidents and to implement processes that address students needs. Deans and Counselors provide opportunities for students to generate solutions and resolve conflicts with peers and staff. Deans and Counselors engage families as partners when responding to behavioral incidents by using student SMART goals. A menu of interventions is available for different tiers of support. Counselors work with families for additional support such referral to community resources. School uses student logger to monitor misconducts, reviewing data and to provide student and teacher support. Visible Voice level poster, Calm Classroom practices School-wide. Incentives such Mustang Moolah, Attendance Champs, Golden Tickets, PBIS Assemblies. Full time Social Worker to support Tier 3 SEL needs. Climate Team meets monthly to review data and to consider teacher training needs. Classroom include Calm Corner. Parent workshops including SEL topics. Restorative Practice posted in classroom.
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 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 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 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 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 1 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**: Clerks and security welcome parents creating a welcoming environment for families and community members that is warm, inviting, and helpful. Monthly Newsletters, School Website and classroom communications (Class Dojo) publicize opportunities for families and community to participate in authentic and engaging activities in the school community: Open House. Winter and Spring Shows, Gifted Parent Night, Science Night for SLI. Administration has an Open Door policy to provide opportunities for parents to ask questions, raise concerns, and give feedback. Counselors readily available to meet with parents. Active LSC, BAC/PAC committees and Parent Mentors participate in the school. Families are directly invited to formally contribute and participate in decision-making about their children and about the school. School invites families for activities afterschool, to be classroom guest speakers, to attend high school fair, career night, Open House, Winterfest, to participate in Ravinia field trips, Global Student Exchange (Korea/ Monterrey) events, Fine Arts initiative, Chicago Runs, WE Day, Back to School Night. Continue communication parent-teacher using ClassDojo and Parent Portal. Parent Portal Meetings on a weekly basis with Parent Coordinator, Clerks call parents for attendance every day. All classrooms have outside of their room a student attendance board. Teacher newsletters. Security,

Counselors, and Administration conduct home visits, Attendance Initiative Committee Meetings. Monthly newsletter, Home Language Survey, List of all teachers that are able to communicate via specific language (posted in each office). School partners with organizations that share the values of the school: YMCA, Hubbard Street, Lyric Opera. Circus Steam program, Spark, BAM, Chicago Run, MSI, MSA, Chicago Children Museum, CSI (Community in Schools), Ravinia, WITS, Chicago Foundation for Education, Poetry Foundations, CHI 836, Chicago Architecture society, 826CHI - Yearly submissions by teachers to expose students to writers who can support their own craft. CPD 8th District School Sargent - Supports the School with workshops, presentations on safety and taking precautions. Mexican Consulate - shares culturally relevant information, supports families and provides guidance on adult courses. Daley College - ESL classes for adults.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**3**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Family & Community Engagement	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**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	Instruction
Root Cause 1	lack of buy-in from teachers. lack of rigorous instruction. A culture that reflects high expectations for all students engaging students in learning which encourages student ownership differentiating learning clearly communicate the learning objectives, directions and procedures, as well as the relevance of their learning including frequent, informative feedback. use of questioning techniques that will help promote student thinking and understanding. Scaffold instruction to ensure that all students, including students with disabilities and English language learners have access to engaging complex texts. Consistency of use of best teaching practices in bilingual, monolingual, and comprehensive gifted program
Area of Critical Need 1	Curriculum
Root Cause 2	Lack of continuity from one grade level to the next. Gaps in curricular materials regarding equity cultural relevance, language of instruction, and access point for all students. Curriculum, instruction, and assessment not aligned. Inconsistent curriculum-units not vertically and horizontally aligned across the grade levels.
Area of Critical Need 3	Balanced assessment and grading
Root Cause 3	Lack of understanding of various assessments and lack of consistency in the assessments used within grade levels. Lack of using assessments that reflect the key shifts in content areas in teacher created or selected assessments. Inconsistency in having access

	to and analyze school wide, teacher team, and classroom assessment data to determine instructional effectiveness.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2 (Math) WE chose this metric because we noticed in the 5 Year Gap Analysis Report that both male (31.41%) and female (31.64%) are very similar and we would like to support both groups. The performance of the students is lower than those of other grade levels. SY2023 56%, SY 2024 65% The performance of the students have been decreasing in the last 3 years. In 2016 (52%), 2017 (39%) 2018 (43%) 2019 (29%) We are also going to look at On track data every 5 weeks to look for trends.	Latinx		45.00	51.00
Vision: NWEA Attainment G2 (Reading) I chose this metric because according to the data, the performance of males in 2nd grade is not at 50%. In 2016 (53%) 2017 (38%) 2018 (36%) 2019 (31%) We are also going to look at On track data every 5 weeks to look for trends.	Latino (Male)		51.00	56.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS I chose this metric because based on the SQRP, only 30.8% of our students are making sufficient annual progress on ACCESS. In 2016 (33.1%) 2019 (30.8%) and there is no other information for SY 17 & SY 18.	EL		36.00	41.00
	Male		34.00	39.00
(Blank)				
(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 Effective Leaders: I chose this metric because based on Teacher influence there are concerns on how staff interpret school policies and practices. The other concern we have is that the total number of staff participating in the survey is close to 1/3 (33%) of the total staff working at our school. (34 members out of 104)				3.00	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 implement critical foundational reading skills instruction with the reading of rich, engaging, complex texts and build math capacity and engagement --- engage teachers in a quarterly learning cycles of inquiry focused on facilitating rigorous task that include culturally and linguistically diverse texts
Then we see...	then we will see teachers providing differentiated support, and increasing time of student engagement, reading independently, and using strategies to access complex text --- students taking initiative, having a voice and using discussions as a method for demonstrating thinking and learning and strengthened teaching practices that incorporate culturally relevant and sustaining pedagogies with more robust supports for all learners
which leads to...	Which leads to ensuring that tasks are complex and challenge student thinking resulting in active engagement --- increasing second grade literacy attainment in NWEA by 5% (From 48.57% to 54%) with a focus on second grade math and reading for all LatinX students in Math (from 39.1% to 51% by 2022) and Reading for LatinX males (from 45.7% to 56% by 2022).
Budget Description	Professional Development Consultants/vendors (R and M), Conferences and associated expenses (R and M) - PD on Foundational skills Textbooks (R and M)- complex reading text for unit in k-2, Phonics Program Ext. Day - Buckets: after school to analyze student data quarterly Substitute teacher (PD, programming, teacher peer observation etc.)
Tags	Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum & Instruction, ODLSS: Early Childhood, ODLSS:

	Instructional Quality, OECE: P-2 Balanced Literacy, OECE: PK Developmentally Appropriate Practice, OLCE, Math: Rigorous Tasks, Math: Student Discourse, Math: Equitable Access
Action steps	• (On-Track) Administration will structure the reading block so that all teachers in K - 5th grade will implement a 120 minute literacy block reflecting the components of balanced literacy reading block recommended by the Office of Literacy. Teachers will identify the specific components (word study/phonics, interactive read aloud/mini lesson, independent reading, independent literacy work time(independent reading conferences/guided reading, small group instruction and strategy lessons) and whole group share) and time frames in their lesson plans. This will support an increase in effective literacy instruction. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Administration, reading consultant(s), and ISL will monitor the components of balanced literacy implementation throughout the year to ensure that there is an increase in effective and rigorous literacy instruction. Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Teachers in K-2nd will progress monitor students after using the F&P Benchmark Assessment System (BAS) chart in the language of instruction. For 3-5th, teachers will progress monitor students using the American Reading Company (ARC) tools. Develop a calendar with actionable items and deadlines, such as frequency of progress monitoring. Tags:Literacy: Shift 2-Leveraging Data to Close Gaps • (Not started) Provide multi-tiered balanced literacy training in the language of instruction for administrators, teachers and staff. Tags:Literacy: Shift 4-21st Century Professional Learning, OECE: P-2 Balanced Literacy, OLCE • (Completed) Provide training to administrators, teachers and staff on all materials available within in the building for all content areas. Tags:CBE: SEL Integration, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 4-21st Century Professional Learning, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions, Science: Curriculum, Science: Equitable Access, Science: Rigorous Tasks, Science: Student Discourse, Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum, Math: Equitable Access

Strategy 2

If we do...	If we plan, collaborate, and dive into a curriculum that clearly describes what needs to be taught? and the depth of knowledge students are expected to demonstrate? at each grade

	level with big ideas that are connected to the real world with authentic application of learning, vertically and horizontally aligned to all standards and the scope and sequence---that allow for equitable access, are culturally and linguistically relevant for all our students (ELs, and DLs) including expectations of the ISBE Social Emotional Standards with differentiated support.
Then we see...	then we will see more student engagement among all our students as they see themselves reflected in curricular resources and experience more opportunities to make connections to their respective communities----- more collaboration among teachers as they engage in shared learning through a cycle of professional inquiry and peer observations to ensure that classroom techniques and metrics are calibrated and consistent across all classrooms and settings
which leads to...	which leads to...ensure equitable access for all students --- providing opportunities for students to create authentic work for real audiences and improve outcomes for all learners increasing student on track 3-8 by 5%.
Budget Description	Materials (instr. and software) - Units of study Professional Development Consultants/vendors - Teacher PD Substitute teacher (PD, programming, peer-observation) Professional Literature/Journals, Extended day buckets for PD and grade/team planning
Tags	Curriculum, Equity: Liberatory Thinking, Equity: Resource Equity, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum & Instruction, ODLSS: Procedures and Standards, OECE: P-2 Balanced Literacy, OECE: PK Curriculum, OLCE, Teacher Leader Development & Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access
Action steps	• (On-Track) Update, create, purchase and organize the current inventory of curriculum and materials being used for instruction. Tags:Curriculum, OECE: PK Curriculum, Science: Curriculum, Math: Curriculum • (On-Track) Revisit and update the scope and sequence at each grade level, department, and school-wide. (vertical and horizontal alignment). Tags:Curriculum • (Not started) Provide tiered professional development on planning and preparation for all the standards and contents including Social Emotional Learning. Tags:Curriculum, Student Voice, Engagement, and Civic Life, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OLCE, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions, Science: Equitable Access, Math: Equitable Access

Strategy 3

If we do...	If we collaborate, plan and implement a diverse range of assessments at multiple points in time to provide data for a comprehensive picture of student learning, that is coherent and continuous, at the lesson-level, unit, and interim assessments to monitor students learning development
Then we see...	then we will see the use of common and modified assessments across the grade level and different settings to guide and support all our students? learning, and achievement --- teachers planning and implementing instruction to support all students, creating a fair and equitable grading scale and using methods of assessment beyond the traditional methods to include peer and self-assessment strategies and assessments for all our students.
which leads to...	Which will lead to improvement of student growth performance in NWEA by 5% (Reading from 62.72 to 68% and Math from 54.36% to 59.36%) --- increase in students making adequate annual progress in ACCESS in English Language learners (from 30.8% to 41% by 2022) and in males (from 28.6% to 39 % by 2022).
Budget Description	Ext. Day - Buckets - Data assessment analysis Professional Development Consultants/vendors - Student assessments Professional Literature/Journals, Extended day buckets for PD and grade/team planning
Tags	Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment, Literacy: Shift 2-Leveraging Data to Close Gaps, OLCE, Math: Formative Assessment
Action steps	(Not started) Provide professional development for teachers and staff on a range of assessment types which include how to write and modify high level/rigorous tasks/assessments that are culturally relevant and aligned to all standards being addressed, which include making assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications. Provide professional development to teachers and staff on how to analyze data, including qualitative and quantitative data. Invest in resources to improve the quality of assessments. Tags:Balanced Assessment and Grading, Assessment: Improving Assessment Literacy, Equity: Fair Policie sand Systems (Not started) Provide time for collaboration to create and analyze assessments as well as creating a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students and families for those said assessments. Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, MTSS: Curriculum & Instruction (On-Track) Continue conducting weekly data meetings, which includes progress monitoring to correctly identify specific gaps and monitor improvement for students in all tiers in the language of instruction.

	Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 2-Leveraging Data to Close Gaps
	• (Not started) Create a school-wide grading policy that is clear and consistent.
	Tags:Equity: Fair Policie sand Systems
	• (Not started) Create a calendar and provide time and resources for teachers to discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students.
	Tags:Assessment: Monitoring Student Learning to Support Growth, Equity: Resource Equity

Action Plan

Strategy 1

On-Track Sep 21, 2020

Administration will structure the reading block so that all teachers in K - 5th grade will implement a 120 minute literacy block reflecting the components of balanced literacy reading block recommended by the Office of Literacy. Teachers will identify the specific components (word study/phonics, interactive read aloud/mini lesson, independent reading, independent literacy work time(independent reading conferences/guided reading, small group instruction and strategy lessons) and whole group share) and time frames in their lesson plans. This will support an increase in effective literacy instruction.

May 18, 2020 to Jun 18, 2021 - Administration Teacher teams

Administration, reading consultant(s), and ISL will monitor the components of balanced literacy implementation throughout the year to ensure that there is an increase in effective and rigorous literacy instruction.

Sep 14, 2020 to Jun 18, 2021 - Administration Network ISL Reading consultant (s)

Teachers in K-2nd will progress monitor students after using the F&P Benchmark Assessment System (BAS) chart in the language of instruction. For 3-5th, teachers will progress monitor students using the American Reading Company (ARC) tools. Develop a calendar with actionable items and deadlines, such as frequency of progress monitoring.

Aug 25, 2020 to Jun 18, 2021 - Teachers from k-2nd Teachers from 3-5th

Provide multi-tiered balanced literacy training in the language of instruction for administrators, teachers and staff.

Aug 25, 2020 to Jun 18, 2021 - Administration Consultant(s) ISL

Completed Sep 03, 2020

Provide training to administrators, teachers and staff on all materials available within in the building for all content areas.

Aug 25, 2020 to Jun 18, 2021 - Administration Consultant(s) ISL

Strategy 2

On-Track Aug 26, 2020

Update, create, purchase and organize the current inventory of curriculum and materials being used for instruction.

Jun 22, 2020 to Aug 14, 2020 - Administration PRSPs

On-Track Oct 01, 2020

Revisit and update the scope and sequence at each grade level, department, and school-wide. (vertical and horizontal alignment).

Jul 06, 2020 to Jun 18, 2021 - Teacher leaders Grade level chairs

Provide tiered professional development on planning and preparation for all the standards and contents including Social Emotional Learning.

Jul 06, 2020 to Dec 18, 2020 - Administration Consultant(s) ISL Counselors Network 8 SEL Specialist

Strategy 3

Provide professional development for teachers and staff on a range of assessment types which include how to write and modify high level/rigorous tasks/assessments that are culturally relevant and aligned to all standards being addressed, which include making assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications. Provide professional development to teachers and staff on how to analyze data, including qualitative and quantitative data. Invest in resources to improve the quality of assessments.

Aug 25, 2020 to Jun 18, 2021 - Administration Consultant(s) ISL ILT Teacher Leaders

On-Track Nov 13, 2020

Continue conducting weekly data meetings, which includes progress monitoring to correctly identify specific gaps and monitor improvement for students in all tiers in the language of instruction.

Sep 01, 2020 to Jun 18, 2021 - Administration Teacher Leaders

Provide time for collaboration to create and analyze assessments as well as creating a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students and families for those said assessments.

Aug 25, 2020 to Jun 18, 2021 - Administration Teacher leaders

Create a school-wide grading policy that is clear and consistent.

Jul 06, 2020 to Aug 21, 2020 - Administration Network Teacher Leaders

Create a calendar and provide time and resources for teachers to discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students.

Jul 06, 2020 to Aug 21, 2020 - Administration Teacher Leaders ILT

Fund Compliance

ESSA Program

[ ]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[X]

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

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

The administration hosts two state-of-the-school meetings to inform stakeholders of the current state of school and to address any questions and concerns. Throughout the school year there are LSC meetings where parents and community members meet and discuss Title 1 updates and improvements.

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

Our meeting will take place on Wednesday, September 16, 2020 at 8:15 am The PAC will also host their organizational meeting at 9:15 am in the Sawyer
Cafeteria. Parents will be provided with flyers and agendas will be posted starting the first day of school, Tuesday, September 8th to inform the parents of the
PAC meeting. We will be updating the CIWP with future days of PAC in order to memorialize meetings and events that will take place

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.

Principal will attend the PAC meetings in order to be abreast of parent concerns. Concerns will be documented and shared with the public through the
principal newsletter

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.

Sawyer School will have their State of the School Address twice a year: Tuesday, October 6th, 2020 from 3:00-4:00 pm in the Sawyer Auditorium and Wednesday, April 21st, 2020 from
11:00-12:00 pm in the Sawyer Auditorium.

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.

All teachers are and will continue to be highly qualified as defined by Title 1 Final Regulations. If a teacher is on leave, parents from said classroom will be
notified via letter of any changes.

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.

The school administrative team will work together to have at least two state of the school address meetings in the beginning of the year and the middle of the
year to inform parents of current school data and next steps. During the open house and throughout the year parents will be invited to different meetings to
learn about grade level and classroom academic standards, assessment meetings, parent portal and other school-wide expectations.

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.

Sawyer has partnered with Daley College to assist with English classes. The PAC and BAC have accessibility to a laptop cart. All the parents and community
members who participate in the programs or committees are aware of the technology use and availability. Our school invites parents to seek support from the
clerks, teachers and administration with technology use and support. Through our partnership with the Mexican Consulate parents and community members
are invited to get instruction in Spanish and if of Mexican decent receive an elementary or HS certificate from Mexico. Individual classroom teachers will host
a series of workshops &/or training to the families.

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.

During the August PD teachers and staff are made aware of the need for school-wide support and suggested to invite parents to assist in the classroom
and/or with special events. Our Dean has a PD on the protocols for discipline referrals and the importance of anecdotes which include informing parents and
asking parents to come in and observe. The school counselors have several workshops for parents and community to educate them on topics of child
development, behavior, hygiene, self-esteem and self-care.

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.

Our school does not offer any kind of Head start program. Any kind of involvement starts in Kindergarten through 8th grade. We have hired a Reading
Consultant to support our school with research-based strategies to improve reading instruction and student literacy. Our school has been working to select
and develop effective, research-based instructional and assessment tools to improve diagnostic and classroom instruction in Reading.

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 have staff members who assist with translations. All school communications are done in both English and Spanish for the school community. Our website
also has translations and a translate button to assist those who speak English/Spanish

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.)

Our vision: To educate, to transform, to empower.
Our mission: To help students see the value of education, reach their full potential, and provide tools to be lifelong learners.

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.

The dates for parent-teacher conferences are Wednesday, November 18th, 2020 and Wednesday, April 21st, 2021. Sawyer will also conduct two state of the school addresses in the Fall and in the Spring. An open-house will be held late August. Individual classroom teachers may request parent-teacher conference based on students academic and social status.

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

Progress reports will be sent home on Friday, October 9th, 2020, Friday, December 18th, 2020, Friday March 12th, 2021 and Friday, May 21st,2021.
Individual classroom teachers may also send out individual progress reports for students who are on Tier 2 or Tier 3 for academics and/or behavior.

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

Parents are welcome to Sawyer as volunteers, support and/or to advance their learning. Aside from the CPS Parent/Teacher conferences, parents are
advised to make appointments with their child's/children's teachers as to not interrupt the instructional flow. When parents call to set up an appointment they
have the option of leaving a voicemail in the teacher's phone mailbox or a written message. On the Sawyer website, there is an option for the parents to
contact specific teachers &/or the school.

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.

In the Sawyer handbook we request parents to participate and volunteer in the school and their child's/children's classrooms. Several classrooms invite
parents to come in on special occasions: Science Fair, Reading Night, Gifted Showcases, STEM Night, Winter & Spring shows. They are also invited to
volunteer during special events and/or field trips. The school is open to have parents come in and observe their child's/children's classroom. Many parents
are a part of the Bilingual and Parent Advisory committees. We also have a partnership with the Brighton Park Community Council, through which we are able to offer volunteer opportunities to parents.

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

In our fall newsletter we advise parents to sign up to the parent portal. During the first parent/teacher conference we have teachers assist in getting parents
to sign up to the portal. Several classroom teachers use technology, such as Google phone, google chats, Hangouts, plus other google applications, Class Dojo, emailing &/or text messaging to inform parents they need their support in their child's learning, attendance &/or homework. On our Facebook page and website we also include information about parent portal and school expectations.

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

There are several parents who attend our monthly Local School Council meetings. The principal and a designee will continue to have monthly meetings with
parents to get their input and suggestions.

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).

The school's expectation is that students are also aware and consulted on their academic/social status and their attendance throughout the year.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

The goals for the parents is to increase parental engagement and to increase academic knowledge so that they can better support their children. Funds will
support parental involvement and academic enhancement.

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

Account(s)

Description

Allocation

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.	$3000.00

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$2000.00
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)	$3000.00
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.	$500.00
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.	$1155.00