

# William H Seward Communication Arts Academy ES 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/08/2020	PPLC Team:	Introduction to CIWP 2020-2022;
01/31/2020	PreK-8 Faculty and Staff	CIWP Session 1 Training Deck- Critical Areas of Needs Slides 30-38

Date	Participants	Topic
02/05/2020	PPLC Team	CIWP SEF Discussion
02/12/2020	PPLC/CIWP	CIWP Continuation of SEF
02/19/2020	PPLC/CIWP	CIWP Continuation of SEF
02/26/2020	PPLC/CIWP	CIWP Continuation of SEF
03/04/2020	PPLC/CIWP	CIWP Continuation of SEF & Priorities
03/11/2020	PPLC/CIWP	CIWP Continuation of SEF& Goal Setting

## 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
  - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 2 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** \*Implementation of schoolwide Calm Classroom. \*Need for consistency in implementations of Tier 1 SEL \*ILT implement Tier 1 Powerful Practice. Currently, the staff is working on Goal Setting. \*Teacher provide feedback, develop own unit plan, there is a fair amount of autonomy with the choice in units and professional development. \*The school improvement day in which teacher-led the sessions. \*Teachers give input on scheduling. \*Teachers are

allowed to participate in external programs to support instruction: Fuse, Scensemaker, TEAM, etc. \*The teachers receive support to provide students the opportunity to participate in Global awareness activities. \*Donor Choose is encouraged. \*Teachers receive the date of his/her Formal Observation. \*For the new CIWP, all teachers had the opportunity to give input on the critical areas of need. The teachers are completing a survey on the SEF. \*The weekly data meeting focuses on teachers on student learning and the identifying of ways to increase the students' mastery in the subject areas. \*Having an active MYP Coordinator has focused the conversations about instruction and assessment in grades 6-8. \*In K-2, the teachers are working with a math coach to focus on improving student achievement. \*Peer observation focus on improving productive struggle to scaffold student learning effectively. \*Increased from 5 to 6 classes to decrease the class size in grades 7 and 8. The MYP team review scheduling for students yearly: previous there was a block schedule, and this year there is a cascading schedule. \*PPLC minutes are shared with the staff: program and instructional recommendations. \*Principal Newsletter to update the staff on pertinent dates, processes, or instructional needs/support. \*Program Leaders Meeting to collaborate on the implementation of technical and adaptive changes. \*Set the direction and create a sense of purpose by building consensus on and implementing a shared vision: \*Our vision is posted on the school's website. There is a need to publish it in all the classrooms in both buildings. \*PPLC has organized teacher workshops to increase relational trust amongst all stakeholders. \*The LSC/HOS ensures that the CIWP priorities and budget are aligned. \*The vision was initially developed at a schoolwide meeting. The CIWP priorities organize\* Professional development agendas and the budget. Parents receive this information during the LSC meetings and the State of the School Address. Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely the teacher's students): \* Seward's Guidelines for Success and the mission statement are posted in some classrooms. \*Seventh and Eighth-grade students serve on the Student Council. These students make suggestions for change as well as participate in service-learning activities. The students serve as translators for school events. \*All teachers have the opportunity to facilitate meetings: Grade Level, ILT, PPLC, and PPC. Empower others to make or influence significant decisions: \*Teams also develops a curriculum night for families and professional development for peers. \*The ILT has implemented four powerful schoolwide practices as part of the Cycle of Continuous Improvement. \*Teachers collaborated to select the reading and math program. \*Teachers also have the flexibility to choose additional supplemental resources to support the instruction and provide interventions. \*Seward consistently implements the following academic and extracurricular recognitions: Lion of the Month, NWEA awards, and Sports Awards. \*All teachers have implemented peace circles and the second step program as part of the SEL Curriculum. Create and sustain a coherent instructional program (coordinated and consistent) with learning goals: \* To maintain a sound instructional plan, teachers collaborate on unit plans. \*ELPT facilitates a Bilingual Learning Series yearly. There are 5-9 sessions each year. \*Cultural Units were developed in summer 2017 and shared with staff by the ELPT. \*Discuss and collaborate to implement initiatives designed by the following committees: PPLC, ILT, PPC, LSC, BAC, PAC Use the CPS Framework for Teaching to ground instructional guidance and coaching: \*Feedback and resources are provided to all teachers as part of the evaluation process. Enable staff to focus and prioritize what matters most: \*Grade level teams collaborate to support students academically and social-emotionally. \* Individuals and groups are engaged in discussions and surveys to select priorities and reduce external

distractions. There is a need to increase this effort via whole staff engagement activities.

- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 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)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** \*The ILT introduces a Tier I Powerful Practice to improve instruction. This year the strategy is Goal Setting, which aligns with the present ILT. \*With MTSS, the team is working on building capacity with the problem-solving process. \*In grades K-5, the Grade Level Data meetings are cycled to build teachers' capacity to analyze standards, student work, and reengagement of the students on areas on strengths and challenges. \*In the MYP, the teachers engage in an assessment standardization process for teachers to give each other feedback to guide the instruction and assessment. \*Adjusting schedule to meet the needs of the students, this year, the MYP is using a cascading schedule. The results will be reviewed at the end of the year to determine the best schedule for the students. \*There is a need to hire additional support: Disciplinarian, Tier II support, PSRP, Lower classroom, and Reading Specialist. \*Engage in on-going inquiry (e.g., continuous improvement cycles) as a basis for improvement: \*The Theory of Action is based on NWEA data analysis, staff surveys, and team members' research for possible root causes. We identify the main priorities to reduce achievement gaps, research for a strategy (powerful practice) that meets these specific academic challenges, designed training of ILT members and staff, and develop an action plan for implemented the powerful practice. \*Majority of members represent various grade levels and programs in our school (DL, Bilingual, Monolingual) \*To vet initiatives, they use data such as NWEA to determine which power practice we will work on. \*Powerful practice is chosen that can go across content areas such as Purposing of a Lesson, Questioning for Understanding; All data sources are used NWEA, on track data, access, TRC/DIBELS. A root cause analysis was done. Share leadership for improving teaching and learning with representative school members: \*Based on data, the ILT decides a purpose and instructional priority. Powerful Practices are created from the data gathered. \*Representation in ILT from various grade levels and programs (TBE, IB, DL, etc.) \*ILT members bring different perspectives on how to apply the powerful practice depending on the style of each teacher, as long as all the elements for the powerful practice and the outcomes are met. Teachers have the flexibility for what lesson plan and instructional delivery style they can use to implement the strategy. Videos from online resources and the members themselves are used to see different ways teachers may use powerful practice. Use protocols and ask probing questions: \*Data such as NWEA is used to determine powerful practice \*Various protocols are used for our powerful practices \*Using NWEA data, we look

at each strand vertically and horizontally year-to-year to find patterns for strengths and challenges. This helps us to do research on what best practices will meet the needs of our students overall. Use timely and relevant data/evidence sources: \*NWEA is the primary data used to determine a powerful practice. We currently do not look at attendance data to design the Theory of Action. \*During the summer, we gather all students' reports, and we focus on all subgroups. This helps us to find any pervasive patterns of achievement gaps or to find if certain groups are showing more significant academic difficulties. We revisit this information in the winter for any changes. Schedule and structure frequent meetings: \*Frequent meetings bi-monthly \*A rotating facilitator creates the agenda for each session and keeps the pace during the session to meet most of the action items. \*Collaborate effectively and value transparency. \*All team members have equity of voice Collaborate effectively, value transparency, and inform and engage stakeholders: \*All team members have equity of voice. Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work: \*The capacity of teacher team is not a focus to lead to cycles of learning since the ILT focuses on only one practice (IRAs) \*Evidence: Some grade level minutes reflect an ILT focus; MOY NWEA data is used to see if the powerful practice was effective; looking at lesson plans for IRAs; Rubrics for Walk-Throughs to see if IRAs were evident in the classrooms \*Regular feedback to the stakeholder (teachers not on ILT) is needed. \*Faster implementation of powerful practice so that teachers have time to internalize the strategy and sustain it as part of instruction. \*The parent committees (LSC), Parent Mentors (PM), PACT, and BAC) sponsor two activities each year to create a supportive environment for students: El Dia de Los Ninos and Winter Family Night. \*Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps: \*SQRP- For 2017, Reading Growth is at 68%, which is a decrease from 2016; Math Growth is at 52%, which is an increase from 2016; NWEA Growth Percentage is 53.9%, which is an increase from 2016. For 2017, Reading attainment for 2nd is 25%, which is an increase in 2016; Math attainment for 2nd is 14%, which is a decrease from 2016: Reading attainment for the 3rd-8th grade is 47%, which is an increase from 2016. The Math attainment for the 3rd-8th grade is 33%, which is an increase from 2016. \*Network 8 Professional Development sessions: Principal and Assistant Principal & Network 8 Summits, Professional Learning Session: Observation and Feedback Using Bambrick's Framework Implement and sustain on-going, job-embedded professional learning (PL): \*Full Staff Professional Development Days: August 28, 2017: SEL activity, Complete CCSS Checklist, and Curriculum Map by grade level (1-5), update Unit Plans August 29, 2017: Complete CCSS Checklist and Curriculum Map by grade level (1-5), update Unit Plans August 2019: SEL activity, SEL Second Step Program, the Instructional Core: Evaluating Curriculum, Instruction, and Assessment, Professional Grading Standards and Practices for CPS Teachers August 2019: SEL Activity, ILT Powerful Practice: Interactive Read Alouds, REACH Orientation Parts 1 and 2, CPS Chronic Conditions Training, NWEA Data Analysis Review November 2019: SEL Activity, Access Test for ELs, SEL: Peer Circles, ILT and Reading Vertical Team Activity on Interactive Read Alouds, IB MYP Authorization Process Updates, Development of Scope, and Sequence (Gr.1-5), IB MYP Assessment Standardization (Gr. 6-8) February 2, 2018: Science Vertical Team PD at the Peggy Notebaert Nature Museum: Topic 1: Science Integration - Inquiry-Based Learning; Topic 2: Science Integration - Resources; Topic 3: Science Integration - International Mindedness \*Professional Development shared from outside sources Make 'safe practice' an integral part of professional learning: \*Teachers participate in quarterly peer observations. The observations focused on; Academic Language and promoting

student discourse. \* The ILT provided professional development on the Powerful Practice of Interactive Read Alouds (IRAs) via videos and articles that included discussion points. \*Structure time for teachers to collaborate and learn together: \*Grade Level Teams and the Administrative Team analyze the On-Track Data, which includes Math, Reading, and Attendance data to determine the need and path of professional development for individual and teacher teams. \*Grade level team members discussed their results at weekly grade-level meetings. \*MVMS- The Collaborative Teachers category is rated as neutral. Effective Leaders category is rated as Organized. The overall rating for MVMS is Organized for 2019. \* The ILT provided professional development on the Powerful Practice of Interactive Read Alouds (IRAs) via videos and articles that included discussion points. \*PPLC meets monthly to discuss curriculum and other factors that affect student achievement. The meetings are open to all stakeholders. \*Funds are allocated to provide teachers with the opportunity to extend their learning via external professional development. Monitor implementation to ensure staff uses new knowledge to improve practice, and it is having the desired effect on practice and student outcomes: \*The administrative team guides the grade level teams to analyze NWEA and PARCC assessment items to ensure the related standards are being addressed throughout the school year. \*Evaluation of the effectiveness of professional development is monitored through observations and discussions at grade level and vertical team meetings. Provide induction and support for new teachers: \*New teacher has been paired with mentors to support the integration into the school's culture, guidance with protocols, and curriculum support. Design a school day that is responsive to student needs: \*Grade level schedules are developed that meet the CPS required daily minutes of instruction for literacy (120) and mathematics (90). \* Upper-grade schedules reflect the required minutes for the IB Programme 8 core areas of instruction, including language acquisition, language and literature, mathematics, sciences, individuals and societies, design, physical and health education, and arts. \*DL schedules are developed by the special education teachers and case manager that meet the required minutes of instruction per subject area indicated in the student's IEP. Align the budget to the CIWP priorities and the mission of the school: \*CIWP: PPLC/CIWP Team dedicated three meetings 1/28, 2/25, and 3/10 to work on developing the CIWP. CIWP members requested input from teachers during vertical teams and grade level meetings. Streamline purchase procedures to minimize lapses between ordering and receiving materials. \* Teachers' request for documents via a needs list that must be aligned with the CIWP priorities. A form is provided for teachers to complete the request. Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources: \*Funds are allocated to give teachers the opportunity to extend their learning. \*Funds were allocated to purchase instructional materials and supplies that support each team's implementation of their ToA. \*?Funds are allotted to give students the opportunity to participate in learning beyond the classroom. I.e., field trips, museum workshops, TEAM Art Program in collaboration with the Art Institute, Ravinia Music Program. \*Funds were allocated, with the approval of the LSC, for all teachers to participate in the academic Extended Day Program. Each teacher was given the opportunity to identify students that needed additional support, select resources, and develop a timeline for the help. Funds were used to purchase the Leveled Literacy Program that is used for interventions during and after school. Funds were also utilized to fund professional development delivered by program consultants. \* Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select the best available candidates: \*Interview protocol: Administration invites staff members that teach

the same content area, grade level, or program i.e., special education, bilingual, and IB Programme to participate in the interview process. LSC members are also invited to participate. When possible, interviewees are asked to conduct a sample lesson in a classroom. Use data, including teacher evaluations and exit interviews, to inform a retention strategy. \*Retention of staff is a priority to maintain and continue the current programs of instruction. Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths. Make outreach efforts to engage community members as partners and resources: \*The school collaborates with the Resurrection Project to fund the Parent Mentor Program. Ten parents are trained to support instruction in the classroom. The parent mentors also promote the culture and climate by designing and implementing a Family Night and providing students with gifts for El Día del Niño. \*External Partners provide additional SEL support to teachers and students: Resurrection Project, and Back of the Yards Peace and Ed Coalition \*Budget: explained during LSC meeting, told during the whole staff meeting. Each allocation is aligned to a CIWP Priority. Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision: \*External Partners provide additional SEL support to teachers and students: Resurrection Project, Back of the Yards Peace and Ed Coalition \*Budget: explained during LSC meeting explained during the whole staff meeting. Each allocation is aligned to a CIWP Priority. \*The school collaborates with the Resurrection Project to fund the Parent Mentor Program. Ten parents are trained to support instruction in the classroom. The parent mentors also promote the culture and climate by designing and implementing a Family Night and providing students with gifts for El Día del Niño.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 2 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately: \* Grades 6-8 are required to submit and implement interdisciplinary units as part of the I.B. authorization process. Teachers collaborate to plan and deliver the unit. \* Each teacher submits quarterly unit maps for reading and mathematics or the subject area. The unit maps include Essential Understandings, Essential Questions, objectives, C.C.S.S., tasks, and assessments. \*All teachers are required to submit reading and math unit plans each quarter to demonstrate an understanding of curriculum alignment as well as course/grade scope and sequence. Understanding by Design is utilized for unit planning. The teachers have focused on essential questions, enduring understanding and assessment. They are currently working to align all stages of the plan. Expose and extend opportunities for all students to grade-appropriate levels of text complexity in all types of texts, including

informational in all content areas. \* Engage all learners in content areas by fully integrating opportunities for all learners, including \*The school utilizes the N.G.S.S. science scope and sequence. \*The school utilizes the Common Core State Standards combined with the Houghton Mifflin Go Math series as the foundation for math instruction. The teachers also work with the Mathematical Instructional Units to ensure that students have adequate practice Common Core-aligned MARS tasks, Formative Assessment Lessons (FALs), and Math Talks. \*Teachers work diligently in grade level as well as curriculum teams to make sure that lessons are rigorous, aligned to C.C.S.S., and meet the needs of all students: General Ed, ELs, and D.L.s. \*The Bilingual Lead Program Teacher and the Special Education Teachers participate in most instructional teams to provide input on how to best serve D.L.s and E.L.s during Tier I & II instruction. Integrate academic and social-emotional learning: \* \*Second Step S.E.L. Program is our primary prosocial intervention to increase positive social interactions. Connection to the real world, authentic application of knowledge: \*All M.Y.P. Teachers attended the required I.B. 2 Day Professional Development. Each teacher was provided with a curriculum guide, and they had the opportunity to collaborate with other educators working with the I.B. Programme. 6 meeting dates were established to allow all M.Y.P. Programme Teachers to work on I.B. unit plans. The I.B. Coordinator Designate designed the professional development to support the I.B. Unit Planning \*The curriculum is extended in the following ways: Art exhibits and bulletin boards Poetry night, Field Trips, Family night, and Lion of the Month. \*All students in grades 6-8 participate in the I.B. The curriculum which includes: Art, Design, World Language, Mathematics, Language and Literacy, Individuals and Society, Science, and Physical Education. They are aligned with curricular plans and expectations of the standards. \*Teachers utilize Common Core-aligned textbooks in both languages (Reading Street/GoMath, Calle de la Lectura, Palabras a Su Paso) \*Teachers use Common Core instructional resources and materials (U.B.D. book, Content Area Frameworks, N.G.S.S. quick reference guide,) DL Teachers have access to the Goal Book Tool Kit to assist in the planning of I.E.P.s. Varied and flexible: \*Unit plans for each grade level include instruction for E.L., E.S.L., and diverse learners. \*Textbook series include web-based supports and independent practice for the students. \*The textbook series include supports for E.L.s and D.L.s. \*Adaptive supplemental resources such as Edgenuity recommends additional instruction to students based on their performance on N.W.E.A. Teachers have the option to adjust the instruction. Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs: \*Teachers utilize websites to enhance reading and math skills to prepare for the N.W.E.A., and P.A.R.C.C. (Razkids, BrainPop, Xtramath, Prodigy) Equitably available. Accessible to all teachers and students: \*All teachers have access to equipment and web-based supports based on the grade level, language, and individual needs. Include multimedia and embedded, just-in-time supports (e.g., hyperlinked glossaries, background information, and on-screen coaching) ? for conveying conceptual knowledge: \* Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways ? for learning and expression of knowledge: \*Many teachers use Google Classroom and/or Edmodo to organize and implement learning tasks. \*Seventh and Eighth-grade students' instructional plan includes a multimedia course for at least one semester each year. \*Students have the opportunity to participate in the computer club as an afterschool activity. Include alternative pathways including choice of content, varying levels of support and challenge, and options for recruiting and sustaining interest and motivation ? for engaging and learning: \*Advanced students have attended the local H.S. to continue their learning in the mathematics area not covered at the



elementary school: Geometry \*Advanced students are provided with Algebra I.  
 \*Teachers provide student choice with reading and math-based technology programs.

- 3 - Instruction

- 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
- 3 Engage students in learning and foster student ownership
- 3 Use questioning and discussion as techniques to deepen student understanding
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 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)
- **Evidence:** \*Aligned to curricular plans and expectations of the standards.  
 \*Teachers utilize Common Core-aligned textbooks in both languages (Reading Street/GoMath, Calle de la Lectura, Palabras a Su Paso) \*Teachers use Common Core instructional resources and materials (UBD book, Content. Area Frameworks, NGSS quick reference guide,) DL Teachers have access to the Goal Book Tool Kit to assist in the planning of IEPs. Varied and flexible: \*Unit plans for each grade level include instruction for EL, ESL, and diverse learners. \*Textbook series include web-based supports and independent practice for the students. \*The textbook series include support for ELs and DLs. \*Adaptive supplemental resources such as Edgenuity recommends additional instruction to students based on their performance on NWEA. Teachers have the option to adjust the instruction. Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs: \*Teachers utilize websites to enhance reading and math skills to prepare for the NWEA, and PARCC (Razkids, BrainPop, Xtramath, Frontrow, Prodigy) Equitably available. Accessible to all teachers and students: \*All teachers have access to equipment and web-based supports based on the grade level, language, and individual needs. Include multimedia and embedded, just-in-time supports (e.g., hyperlinked glossaries, background information, and on-screen coaching) ? for conveying conceptual knowledge: \*Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways ? for learning and expression of knowledge: \*Many teachers use Google Classroom and/or Edmodo to organize and implement learning tasks. \*Seventh and Eighth-grade students' instructional plan includes a multimedia course for at least one semester each year. \*Students have the opportunity to participate in the computer club as an afterschool activity. Include alternative pathways including choice of content, varying levels of support and challenge, and options for recruiting and sustaining interest and motivation ? for engaging and learning: \*Advanced students have attended the local HS to continue their learning in the mathematics area not covered at the elementary school: Geometry \*Advanced students are provided with Algebra I. \*Teachers provide student choice with reading and math-based technology programs. Begin with the belief that all students can learn: \*Positive learning environments-providing feedback on writing plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning: \*Developing Units that focus on reading strategies, (tri-folds, drawing conclusions, annotations, etc.) that promote finding and

interpreting evidence Tasks to reflect the key shifts in literacy: \*Balanced literacy-literacy stations, Heggerty, reading strategies, reading response (cite text evidence to support opinions), etc. Tasks reflect the key shifts in mathematics: \*The use of MARS Task, Math Talks, 3 Reads, etc., to develop and enhance the students' knowledge of math. Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision: \*Students are guided to facilitate content-based activities during the Math and Science Family Nights. \*Students are encouraged and supported to apply to participate in the High Jump Program, which is an enrichment program. "At High Jump, students fun and challenging classes created to strengthen their math, reading, and writing skills as well as develop their critical thinking and problem-solving skills?all to prepare them for high school and college success." \*All 8th-grade students are working on an MYP community project. The students are guided to synthesize the skill they have learned in the language domains as well in the content areas to create and manage a project to address issues affecting the community. Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students: \*Grade level teams analyze student work to see trends \*Student work samples are shared with students, and expectations are discussed. Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions: \*Core Instructional materials are CCSS aligned, bilingual, and include components for differentiation as well as multimedia and technology integration. \* IB Criterion and ATLs used across subject areas and are grouped to provide a solid foundation for independent learning. \*Bilingual meetings are used to address language domains and strategies for English learners \*Anticipation Guides presented before lessons to activate prior knowledge. \*Self-contained classroom teachers in grades Pre-K to 5 design quarterly unit plans in literacy and math using the UBD framework to align objectives, assessment, and task. \*K-2 teachers plan and engage students in literacy learning stations to support the Balance Literacy Block. \*Grades 6-8 departmental teachers design IB MYP unit plans in their core area that includes global concepts and is inquiry-based. \*Teachers meet bi-weekly with their vertical team to ensure instructional coherence across grade levels in the core areas of reading, writing, math, and science; each team developed a ToA based on CCSS. The meetings and agenda items are documented. Use questioning and discussion as techniques to deepen student understanding and challenge: \*Powerful Practices include the following: Purposing of a Lesson, Interactive Read Alouds, Collaborative Conversations with Accountable Talk, and Questioning for Understanding. \*Peer Observation Focus- Academic Language \* Teachers utilize a variety of strategies that include: Costa' s/Bloom's levels of questioning, Philosophical Chairs/Fish Bowl, and CER: Claim, Evidence, Reasoning \* Teachers are engaged in monthly Peer Observations. The purpose of the observations is to create a culture in which teachers are comfortable viewing and discussing instruction with peers. With the observation, teachers will become more aware of how education looks in the school, thus creating a common ground for discussing the next steps with curriculum and teaching. The plan is to focus each visit on a school initiative: Feedback, collaborative conversations, writing, close reading, MARs Tasks, etc. Engage students in learning: \*Newcomer group meets 2 to 3 times a week \*Teachers plan field trips that are an extension of the content they are teaching and broaden the experiences of their students. \*Teachers write and receive grants that bring the arts into their classroom. Examples include Ravinia, Forward Momentum Dance, Art Institute of Chicago TEAM program, etc. Teachers participate in professional development activities to prepare for the programs.

They collaborate with the artists-in-residence that will come to the classrooms to co-teach with them. \*Teachers are working with US Forest Service and Peggy Notebaert Partnership to extend the instruction to include real-life connections to the science curriculum. \*Global Garden Exchange E-Pen Pal Program \* There is a reciprocal relationship with Student Teachers. The Student Teachers are mentored to receive the necessary teacher training, and they provide our students with additional support to access the curriculum. \*Core Instructional materials are CCSS aligned, bilingual, and include components for differentiation as well as multimedia and technology integration. Monitor the effect of teaching on student learning and integrate formative assessment into instruction: \*Formative assessments/Exit Ticket results used to address struggling learners \*Formative assessments within our IB units \*Progress monitoring: TRC, Dibels, and LLI Persist in adjusting instruction, so individual student misunderstandings or advanced needs are successfully accommodated: \*Use NWEA data to change the area of instructional focus \*Grade Level Teams meet weekly meetings to plan instruction based on grade level goals and student needs. \*Teacher analyzes and uses NWEA and TRC to determine both Tier 1 instructional needs and to group students for Tier 2 and 3 instruction. Foster student ownership: \*Most students are engaged in academic and personal goal setting. There is a need to increase this schoolwide.

- 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
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** 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: \*GRASPS, Teacher generated formative and summative assessments \*Choice of media given for students to present formative and summative assessments \*Publishers' assessment for the math and reading series. \*MARs Tasks and FALs \*Teacher created quizzes, and assessments Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction: \*Benchmark Assessment System (BAS) is an

additional diagnostic used by some teachers in grades 1-6. \*Progress Monitoring with DIBELS/TRC in the primary grades \*Prodigy Adaptive Math Program-Used by most teachers in grades 4 & 5 \*BrainPOP for ELs 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: \*Prodigy Adaptive Math Program-Used by most teachers in grades 4 & 5 \*Publisher assessments for Math and Reading are available in English and Spanish. \*IEPs identify and specify the exams, modifications, and accommodations for Diverse Learners. Utilize assessments that reflect the critical shifts in literacy and mathematics in teacher-created or selected assessments: \*NWEA Data Reports to determine areas of instructional focus Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs: \*On-Track Data Reports discussed during grade-level meetings Have a grading system that, accurately, and consistently communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers: \*IB parent meeting to introduce grading criteria \*Grades are documented on Gradebook to monitor student progress \*IB has a grading scale two years ago \* Administration provided Professional Development on CPS Guidance Document for Grading Best Practices- August 2017.

- 2 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 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)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 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)
- 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)

- 2 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)
- 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)
- 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 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:** \*There is a need for consistency in regards to modification or supports for Diverse Learners and ELs. We have identified students who need intensive supports not available at the school level. TIER 1 - Persist in adjusting instruction, so individual student misunderstandings or advanced needs are successfully accommodated: TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum to meet each learners' individual needs ('Personalized Learning'); Tier 1- Provide universal SEL instruction/strategies to promote a positive school climate where all students social and emotional growth is being addressed: \*All teachers use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals. IEPs also include goals with supports that use the student's strengths as opportunities to enhance their learners. \*Teachers collaborate with the diverse learner team and the ELPT to develop individualized accommodations so that all learners' needs are taken into account when

designing core instruction (i.e., English Language \*Learners, Diverse Learners, Gifted Learners, etc.). The ELPT also coordinates training sessions for teachers working with ELs, so that unit plans include WIDA standards as part of the lesson planning process. \*Implementation of the Second Step program to improve general pro-social behaviors so that students develop healthy relationships with peers and staff. \*Implementation of Tier 1 literacy interventions and powerful practices to address essential reading and math skills such as Interactive Read Alouds, Close Reading, Sustained Silent Reading, Mobymax, and Edgenuity. \*Student circles with Mr. T from Alternatives Inc to support positive social interactions in larger groups. \*The staff has access and is notified of updated On-Track Data Reports that are discussed during team meetings. ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track): \*Daily phone calls to absent student \*Response to Intervention is scheduled into the school day for grades K-5. Each teacher is required to provide additional instructional support for reading and/or math during the scheduled time. The interventionist provides additional reading support to students in grades 6-8. Teachers offer supplemental reading, and math support is provided to 6-8 grade students via extended day programs. Some teachers give students the opportunity to sign up for tutoring during recess time. \*Students are referred to the Counselor and the Social Worker by teachers, administrators, and parents. TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students: TIER 2 & 3 ? Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy: \*Progress monitoring using DIBELS, ILL running records, and performance tasks to maintain data regarding students at risk for increasing academic achievement gaps. The data is used to assess if students are responding well to interventions or if they are potentially better served through IEP services, and make recommendations for evaluation. \*Implementation of Becoming A Man (BAM) program for students that are at risk. \*BIP for students with the most significant behavioral challenges to support positive replacement behaviors, and facilitate alternatives to the general education settings for breaks and crisis de-escalation strategies. \*Separate session (as needed) with LBS I for students that need extra support on socioemotional learning. \*The K-6 teachers have been trained to use the Leveled Literacy Program as an intervention program. The program is structured for small group instruction. The program included lessons and assessments to monitor the students' progress. Teachers and administration supervise \* MTSS Intervention Logging Tool for those students at risk of failure. Data is reviewed for grades in reading and math (C or better), attendance (96% or better), discipline. Teacher teams meet with the AP to review the goals and strategies set for students in the different tiers. Goals and/or strategies are revised when needed.

- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 2 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:** 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): \*ELPT monitors the progress of ELs after the transition from services through ACCESS, bilingual folders, IEP language considerations notes, and LLI intervention records. \*The Counselor utilizes the GoCPS System to work individually with eighth-grade students and families to choose the most appropriate HS to establish a pathway to a career of interests. \*The administrators, counselor, and teachers speak to the students about the importance of the 7th-grade year to increase options for high schools. Awareness - Expose students early to academic/professional worlds beyond K-12: \*Counselor organizes visits to neighboring high schools and career days with speakers/professionals that visit the middle grades to expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting. \*April is college awareness month. College-related displays/bulletin boards will be posted throughout the building. Fourth-grade students have experienced field trips to college campuses. Each classroom will research and make a display for the teacher's college or university. \*Student participates in some activities such as college visits, wearing college gear on spirit day, and host visitors from colleges to create a college-going culture. Readiness ? Ensure equitable access to college preparatory curriculum: \*The ILT develops powerful practices that promote critical thinking and problem-solving skills. Teachers are working to create a learning environment that does not teach skills in isolation. \*An UpperGrade teacher provides access to 8th Grade Algebra to all eligible 8th-grade students. \*The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. Success - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS): \* The school's attendance rate is over 95% every year. \*A monitoring log was given to the teacher by the ELPT. The document has to be maintained quarterly. It varies whether the submission of teachers. \*Seward facilitate summer classes for preschool students transitioning to Kindergarten: Step up to Kindergarten. \*Teachers in grades 6-8 were self-contained for the first week of school to prepare students to transition students for the departmentalized grades with a focus on navigating schedules, grade-level expectations, social-emotional preparedness, and organization. \*After school program focused on the student areas of interest: LEGO, Art, Dance Team, Glee Team, etc. \*The counselor organizes a yearly Career Fair. Students in grades 5-8 participate. \*Seward supports students who are interested in external academic enrichment programs such as High Jump. Seward hosts informational meetings, help students to complete applications, and write letters of recommendations. \* There is a need to increase the opportunities for students in grades PreK-5 to explore career options and interests. \*Students in grades 6-8 complete Naviance which explores college, career, and life readiness. \*Seward offers 8th-grade algebra and the students test for H.S. credit. \*Students in grades 5-8 prepare for and test for the Seal of Biliteracy Award. Kids are on the track for the Seal of Biliteracy.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)

- 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
- 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- **Evidence:** Develop trusting relationships with students, so each student has at least one trusted adult in the school: \*BAM: Mr. Brackenridge works weekly with small groups of 6th-8th-grade boys who need additional emotional support and/or more frequent one-on-one interactions with adults. \*Grade-level teams regularly identify individual students who need additional academic and/or social support and plan strategies to address their needs. \*At-Risk students receive one-on-one support from an adult staff member (Teacher, Counselor, BAM Representative, Police Officer, and Administration) Foster supportive, caring, and respectful staff-student interactions: \*BAM: Mr. Brackenridge works weekly with small groups of 6th-8th-grade boys who need additional emotional support and/or more frequent one-on-one interactions with adults. \*At-Risk students receive one-on-one support from an adult staff member (Teacher, Counselor, BAM Representative, Police Officer, and Administration) \*Students at all grade levels are recognized monthly as "Lion of the Month" for displaying IB learner profile traits; \*All grades have Social Emotional Learning time built into their weekly schedule and utilize the Second Step curriculum as a framework for SEL lessons. \*Peer-led Peace Circles: Under the guidance of Lorel Madden, upper-grade students lead weekly peace circles with younger students to improve student-to-student relationships, decrease bullying, and promote peaceful conflict resolution. Student interactions are mutually supportive and respectful, with healthy norms for positive behavior: \*Students at all grade levels are recognized monthly as "Lion of the Month" for displaying IB learner profile traits; \*All grades have Social Emotional Learning time built into their weekly schedule and utilize the Second Step curriculum as a framework for SEL lessons. \*Peer-led Peace Circles: Under the guidance of Lorel Madden, upper-grade students lead weekly peace circles with younger students to improve student-to-student relationships, decrease bullying, and promote peaceful conflict resolution. Understand race and equity and its impact on student learning; recognize and support students' diverse social identities: \*Exemplary student creative work (media, art, video) is featured on the Seward Student Network website to share with the school and the broader community. Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust): \*BAM: Mr. Brackenridge works weekly with small groups of 6th-8th-grade boys who need additional emotional support and/or more frequent one-on-one interactions with adults. \*Administration facilitates community-building activities with the staff. \*Administrations provide refreshments on full staff development days and during the peer observations. \*Administration recognizes staff on annual appreciation days.
- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture



- **Evidence:** Study politics: \*Students take the required U. S Constitution exam for graduation. \*Students in grades 6-8 take Individuals and Societies as a required IB MYP core subject. This class encourages them to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies, and environments. Become informed voters and participants in the electoral process: \*Students participate in mock elections. Engage in discussions about current and controversial issues: \*Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content via Seward Student Network (SSN). \*IB MYP Teachers integrate Social Justice and global perspectives into their curriculum. \*Students participated in the anti-gun violence walk-out #Enough is Enough Explore their identities and beliefs: \*Students explore their identities and beliefs through philosophical chairs/debates. Exercise student voice: \*Students in Grades 1-8 participate in extracurricular activities: Tumbling, Soccer, Basketball, Art Club, Spanish Club, Drama Club, Science Club, Board Games, Student Council, Computer Club, Glee, Empowering Girls, UIC Health/Fitness, and Ballroom Dance. The extracurricular activities are funded by OST and the school. \*7th and 8th-grade students have the opportunity to run for the Student Council position. This year, the council initiated changes to recess and lunch procedures, made recommendations to update the school uniform policy and to add extracurricular activities. The Student Council presents recommendations to the Principal and the LSC. If approved, the Student Council is charged with the responsibility of communicating and monitoring the changes with the rest of the affected student body. \*The student participation rate for MVMS is 99% of the 4-8 grade students. \*7th and 8th graders participate in Student Council (plan student dances, and Spirit Days) Authentically interact with civics leaders \*6th, 7th, and 8th graders participate in the annual Youth Summit along with other with other neighborhood schools. Engage with their community: \*All 8th-grade students are working on an IB MYP community project. The students are guided to synthesize the skill they have learned in the language domains as well in the content areas to create and manage a project to address issues affecting the community. \*Through Community Projects students have initiated and led some school improvement initiatives such as Mexican Family Night, Recess Improvements, Tutoring. Take informed action: \*Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content via Seward Student Network (SSN). \*IB MYP Teachers integrate Social Justice and global perspectives into their curriculum. \*Students participated in the anti-gun violence walk-out #Enough is Enough Experience a Schoolwide civics culture: \*Students in 5th8th participate in a Career Day.
- 2 - Physical and Emotional Safety
  - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 2 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:** \*Implementation of the Second Step Curriculum in grades Prek-8. \*School-Wide Implementation of Calm Classroom: Two Office-Led and One Teacher-Led. \*Classroom teachers are encouraged to host Student Leader Led-Peer Circles. \*Implementation of CHAMPs to establish expectations of tasks.

\*Seward Expectations posted throughout the school. \*Active Student Council for students in grades 7 and 8th sponsored by a teacher leader. \*Convene student focus groups address subjects such as MYP and PYP.

- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** \*As a school, we follow CPS Student Rights and Responsibility. \*Although the Administrators have been responsible for handling the discipline issue, it has been suggested that a person be designated as the official Dean of Student. \*Review the Menu of Behavior interventions yearly and provide resources in the BOY folder.
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 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).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 4 Partner equitably with parents speaking languages other than English
  - 2 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:** \*Establish a non-threatening, welcoming environment that is warm, inviting, and helpful: \*Both offices have always been welcoming to parents. Parents are greeted when they enter the building. In the main building, we have security personnel that greets families kindly when they enter our building through the main entrance on Hermitage. \*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): \*All meetings and/ or workshops are publicized via the monthly school calendar. Monthly or quarterly meetings and/or seminars given to parents through various school groups such as IB, BAC, Parent Mentors, and PAC. \*BAC and PAC meetings/workshops are published on the calendar, and a flyer is sent home. \*IB MYP teachers host Parent Nights to inform parents about Assessment, International Mindedness, Learner Profiles, and ATLs. \*The Art Teacher plans and hosts an end-of-the-year Art Gallery Walk to display the student projects in grades PreK-8th. \*Students participate in numerous after-school activities and the OST The coordinator plans an end-of-the-year assembly where all students have the opportunity to perform and/or demonstrate what they learned. Parents and students are welcome to attend. \*Students in 1st-8th

grade participate in the annual School Spelling Bee, and all classrooms are invited to attend. Parents of classroom winners are also invited. \*Seven classrooms participate in the Ravinia Music Discovery Program. All students perform for their parents and classmates at the end of the year and take a field trip to Ravinia. \*Five classrooms participate with the Forward Momentum Dance Company as part of the Creative Schools Arts Fund. They perform annually for the school and their parents. Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback: \*Parents have the opportunity to ask questions and provide input during the monthly LSC meetings. Seven out of the nine are held in the morning so that parents can attend. \*Parents engage in an informal conversation with the Principal during the monthly "Coffee with the Principal" session. \*Parents attend the annual State of the School Address held at the beginning of the school year. Parents have the opportunity to provide feedback with an exit slip given to them at the end of the session. Solicit the support and engagement of families as partners in the instructional program (e.g., volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops): \*Eight Parent Mentors are trained to assist classroom teachers with instruction for two hours a day. They receive additional training every Friday. \*Parents volunteer to attend and help with supervision during classroom field trips. \*Parents attend Family Nights to be trained and complete activities with their child. \*Through the BAC and PAC, we bring workshops to the school that is centered around child development and parenting skills. Frequently communicate with families about class and individual activities and individual student's progress: \*During the Open House at the beginning of the school year, parents are informed of the expectations for their child's grade. \*Through the IB MYP, parents have been informed in monthly sessions about the grading, standards, and expectations for this program. \*Parents are provided with the most current student attendance and medical compliance data during the monthly LSC meetings. \*During both Parent-Teacher Conference days, parents are assisted and encouraged to sign up for the Parent Portal. \*A monthly calendar is sent home in English and Spanish to communicate all events and holidays that take place in the school. \*Teachers utilize many communication apps to reach out to parents. (Class Dojo, Remind) \*Teachers communicate with parents via the Seward Website on their grade level page. \*Teachers call and reach out to parents in-person to schedule individual conferences as needed. \*The Art Teacher has an Instagram to communicate with parents about what students are doing in their art class. Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies: \*Administration, Officer Hawlitzky and Ramirez, Office Personnel, and Counselor conduct home visits for chronically truant students and address verification. Provide proactive communication (e.g., parent handbook and resources) : \*Parent Handbook is published on the Seward website and is given to the parents at the beginning of the year. Partner equitably with parents speaking languages other than English: \*All flyers and calendars are disseminated in English and Spanish \*A translator list is posted in the Main office and Branch Building. Translators are available upon request. \*The number of families participating in school events and afterschool programing has decreased significantly. The families tend to attend more events in which family members are being recognized or are performing. \*Students in grades 1-8 are invited to participate in extracurricular activities as part of the Out of School Time. \*There is a need to increase more plays and shows. \*There is a need to increase parent engagement at LSC and on committees to guide the improvement of the school. Survey the parents or conduct an information group. \*There is a need to increase parent participation in sessions designed to educate and empower

parents. \*Restate the curriculum nights. \*Increase the means of communication event ex. Text. Paper copies are on the thrown on the grown. They are usingUsing parent mentors to publicize the event. Robocalls. \*MYP students created Family Game night. The Administrative Team and Office staff conduct home visits for students who have attendance issues. 96 The school issue report cards and in the home language of the students: English, Spanish, and Mandarin \*Remote Learning Plan has a translator list. \*The website and other social media have been utilized to stay connected with families. \*The school has a partnership with the following organizations that support the education of family and students: Youth guidance, Casa Romero, U.S Forest Reserve, The Resurrection Project, and the Art Institution. \* Classrooms participate in peer circles lead by student leaders who are under the supervision of the IB Coordinator. \*Families were invited to the Back to School Bash hosted by the school. \*The school host a High School fair in which the families of students in grade 7-8 are invited to attend \*Parent Mentors work in the classroom the support students' education and also host school-wide events for the community.

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## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	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

Score	Framework dimension and category	Area of focus
3	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	ACCESS data shows that our ELs are not making adequate progress at the expected rate.
Root Cause 1	EL students are not getting the same content as their English speaking peers.
Area of Critical Need 1	The MTSS tiering criteria shows that our triangle is inverted and that there are a large number of students falling in Tier 2 and Tier 3
Root Cause 2	There is a need to strengthen Tier 1 Instruction so that all teachers deliver standards based aligned instruction that is differentiated so that all students have equitable access to the content.
Area of Critical Need 3	There has been an increase in classroom based discipline issues that are being referred to the office.
Root Cause 3	Lack of consistent classroom management systems: class-to-class and among grade bands

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## Vision metrics

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<p>Vision: NWEA Attainment G2-8 (Math)</p> <p>We have consistently scored lower on mathematics attainment since 2016 therefore there is a need to focus on this area.</p>	Overall		39.00	45.00
	EL		30.00	39.00
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>We have consistently scored lower in mathematics growth since 2015 therefore there is a need to focus on this area.</p>	Overall		51.00	53.00
	Female		50.00	52.00
<p>Vision: NWEA Attainment G2-8 (Reading)</p> <p>We have consistently scored lower in mathematics growth since 2016 therefore there is a need to focus on this area.</p>	Overall		50.00	53.00
	EL		34.00	41.00
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>The Reading Growth has fluctuated between the 64%ile and 76%ile. There is a need to determine ways to make consistent growth.</p>	Overall		57.00	59.00
	EL		51.00	55.00
<p>Vision: NWEA Attainment G2 (Reading)</p> <p>Seward has consistently scored lower in 2ndgrade reading attainment since 2016; therefore, there is a need to focus on this area.</p>	Overall		51.00	54.00
	Male		49.00	53.00

**Required metrics (Elementary) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> Seward is currently rated as well organized and will work to make sure that we provide the support necessary to maintain the ratings.				5.00	5.00

## Custom metrics (0% complete)

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

### Strategy 1

If we do...	If we plan, implement, and practice an effective Tier 2 and Tier 3 policy for identifying and providing support for students in need of academic and/or social-emotional support,
Then we see...	Then we will see students receiving targeted supports that will support Tier 1,
which leads to...	Which will lead to an evidenced increase in student growth in reading and math.
Budget Description	Funding Source: Local 115- Supplies, Extended Day- Bucket, Materials (instructional and software) Funding Source: NCLB 332- Mandated STLS supplies, Professional Development Consultants/vendors Funding Source: 115 (Formerly 225) Extended Day- Bucket
Tags	MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, ODLSS: Behavior Support, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> <li>(Not started) Provide a yearly PD/refresher on MTSS Tiering Criteria and System during the August BOY PD Tags:MTSS: Fidelity of Implementation</li> <li>(Not started) Conduct a quarterly review of the teacher's use of the ASPEN MTSS Logging tool for tracking academic and social-emotional interventions. Tags:MTSS: Progress Monitoring</li> <li>(Not started) The MTSS team will lead and engage teachers in a Data-Driven Dialogue protocol after BOY, MOY, and EOY testing periods to analyze assessment data, identify students that need Tier 2 &amp;3 supports (based on Seward's tiering criteria), select targeted interventions, and/or determine their effectiveness. Tags:MTSS: Problem Solving Process</li> <li>(Not started) Research and purchase intervention materials that will support students' foundational skills &amp; provide internal and external professional development to support effective implementation. Materials chosen will directly tie to students' areas of growth in reading or math.</li> </ul>

	<p>Tags:MTSS: Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>(Not started) Develop focused extended-day programming for Tier 2 and Tier 2 students: Small group after-school programs and Saturday programs; and involvement of other staff in providing interventions.</li> </ul> <p>Tags:MTSS: Fidelity of Implementation</p> <ul style="list-style-type: none"> <li>(Not started) Establish a process for measuring social-emotional learning and growth.</li> </ul> <p>Tags:OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) Create a system to identify underlying issues with students and match them with the appropriate SEL support within and outside of the school.</li> </ul> <p>Tags:MTSS: Problem Solving Process</p> <ul style="list-style-type: none"> <li>(Not started) Regarding academics, a menu of data and anecdotal assessments to identify students who are in need of Tier 2 and Tier 3 interventions. A clarification of providing tier 2 interventions for both reading and math at the upper-grade level within the IB schedule.</li> </ul> <p>Tags:MTSS: Curriculum &amp; Instruction, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) Schedule teacher-led professional development opportunities that focus on researched-based structures, strategies, and practices that have proven to be effective in providing additional instructional support for Tier 2 and 3 students.</li> </ul> <p>Tags:MTSS: Shared Leadership, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) Parent mentors will be required to dedicate one hour a day on providing interventions during the teacher's scheduled intervention time frame.</li> </ul> <p>Tags:MTSS: Family and Community Engagement</p>
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**Strategy 2**

If we do...	If we strengthen our core instruction (Tier 1) by improving school-wide systems of supports and providing equitable access to high-quality, differentiated instruction built on students' conceptual understanding that is aligned to CCSS, WIDA, IB, and SEL standards and integrates culturally and linguistically responsive inquiry-based teaching,
Then we see...	Then we will see a reduction in the number of students requiring Tier 2 and 3 supports,
which leads to...	Which leads to an increase of students attaining grade-level proficiency.



<p>Budget Description</p>	<p>Funding Source: Local 115- Teacher Positions, Extended Day- Bucket, Substitute Teacher, Instructional Materials (Math and Reading), Conferences and associated expenses, Supplies(Reading, Math, Science, Library, media technology. Funding Source: NCLB-332- Teacher positions Funding Source: SGSA 115 (formerly 225) - Teacher positions, Other Funding Source: Title III 356- Teacher positions, Supplies, Extended Day-Bucket Funding Source IB MYP Programme 115- Teacher positions</p>
<p>Tags</p>	<p>Instruction, Supportive and Equitable Approaches to Discipline, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum &amp; Instruction, OECE: P-2 Balanced Literacy, OLCE, Math: Rigorous Tasks</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li> <p>• (Not started) Meet with 8th-grade students during the first quarter to outline the IB projects and to discuss the importance of deadlines.</p> <p>Tags:MGIB: IB</p> </li> <li> <p>• (Not started) Additional Technology training for teachers, staff, and parents on remote learning platforms.</p> <p>Tags:Curriculum</p> </li> <li> <p>• (Not started) Administrators will conduct a Student Rights and Responsibility (Code of Conduct) assembly with grade clusters PreK-2, 3-5, and 6-8. Homeroom teachers will facilitate a follow-up session, distribute the books, and collect the student and parent acknowledgment of receipt of the code of conduct.</p> <p>Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> </li> <li> <p>• (Not started) Create a subfolder in the BOY Google Folder to house all the forms and flowcharts related to the discipline procedures.: Classroom and Office Managed Behaviors, Menu of Interventions, Behavior Referrals, Tiered SEL and Behaviors Programs, Peer-Circles, Targeted SEL Groups, Restorative Conversation protocol, etc.</p> <p>Tags:ODLSS: Behavior Support</p> </li> <li> <p>• (Not started) Leverage personnel to provide additional instructional supports for Diverse Learners and Language Newcomers: Pullout Programs, Extended Day, or Saturday School, etc.</p> <p>Tags:OLCE, OSEL: Tier 2 and 3 Interventions</p> </li> <li> <p>• (Not started) Establish a cohort with an accredited institution for Bilingual/ESL certification so that 100% of the teachers are Bilingual and/or ESL endorsed. Continue the Bilingual Learning Series with ELPT Marcella Martinez.</p> <p>Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, OLCE</p> </li> </ul>

	<ul style="list-style-type: none"> <li>(Not started) Ensure that the math curriculum at each grade level includes the priority standards with a focus on conceptual knowledge as well as math fluency. Mastery of standards will be the basis of grade-level data meetings.</li> </ul> <p>Tags:Math: Rigorous Tasks, Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) Ensure that IB MYP teachers employ inquiry teaching/learning strategies with fidelity and use formative assessments to adjust individual misunderstandings or advance needs.</li> </ul> <p>Tags:Assessment: Balanced Assessment and Grading, MGIB: IB</p> <ul style="list-style-type: none"> <li>(Not started) Improve instruction for all ELs by providing SIOP training for all teachers, purchasing culturally relevant books in English and Spanish for classroom libraries, ELPT will review and provide feedback on Unit Plans to ensure that NL connections to English academic language are happening earlier in order to strengthen the student's foundation and make the transition smoother.</li> </ul> <p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, OLCE</p>
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**Strategy 3**

If we do...	If we, as pedagogical leaders, provide high quality opportunities for student voice, civic engagement, and participation in civic life in their school and community,
Then we see...	Then we will see students who will learn how to explore, express, and represent their own identities, beliefs, and voice,
which leads to...	Which will lead to an increase in student passion and perseverance for long-term and meaningful goals as measured by the 5 Essentials survey supplemental measure on Grit which is currently rated as very weak by students.
Budget Description	Funding Source: Local 115 - Other (Community Parent Involvement, Transportation) Supplies Funding Source: NCLB 332 (Parent Involvement) - Supplies, Conferences and associated expenses
Tags	Student Voice, Engagement, and Civic Life, MGIB: IB, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> <li>(Not started) Identify instructional supports that help students with college and career visitation, including field trips to colleges and companies that welcome students to explore their environments.</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> <li>(Not started) Engage all teachers in PD on Service Learning.</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life</p>

- (Not started) Increase involvement with the WE program and other external service-learning community organizations.

Tags:Student Voice, Engagement, and Civic Life, MGIB: IB

- (Not started) Parent Involvement: Organize themed based assemblies where students perform.

Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment

- (Not started) Environment: post visuals around the school of with student expectations

Tags:OSEL: Supportive School Environment

- (Not started) Assemblies, Family Nights, or International/Global Day to highlight the students? cultures and global awareness.

Tags:OSEL: Supportive School Environment

- (Not started) The counselor will engage all 6th - 8th grade students to complete the Naviance modules at the established rate of completion.

Tags:Transitions, College & Career Access, & Persistence, Student Voice, Engagement, and Civic Life

- (Not started) The Student Council will be invited to present at all monthly LSC meetings.

Tags:Student Voice, Engagement, and Civic Life, SSCE: Student Leadership

- (Not started) Initiate Service Learning projects at every grade level at the homeroom level.

Tags:SSCE: Informed Action: Project-based learning or Service Learning

- (Not started) Review classroom schedules to ensure that the time distribution documents the implementation of Social Science instruction is aligned to standards, and meets the required 150-minutes for grades K-5 and 300-minutes for grades 6-8.

Tags:Instruction

- (Not started) Schedule Civics teachers to attend required CPS training.

Tags:Student Voice, Engagement, and Civic Life

- (Not started) Ensure all 8th graders are scheduled in Civics for the Fall semester to meet the new ILSS Standards and include direct instruction, discussion of

	<p>current and societal issues, service learning, and simulations of democratic processes.</p> <p>Tags: Student Voice, Engagement, and Civic Life, SSCE: Student Voice</p> <ul style="list-style-type: none"> <li>• (Not started) Teachers will participate in collaborative conversations and planning on strategies to increase student voice</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life, SSCE: Student Voice</p>
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## Action Plan

### Strategy 1

Provide a yearly PD/refresher on MTSS Tiering Criteria and System during the August BOY PD

Aug 26, 2020 to Aug 27, 2020 - Maribel Rojas

Conduct a quarterly review of the teacher's use of the ASPEN MTSS Logging tool for tracking academic and social-emotional interventions.

Aug 26, 2020 to Jun 24, 2021 - Maribel Rojas

The MTSS team will lead and engage teachers in a Data-Driven Dialogue protocol after BOY, MOY, and EOY testing periods to analyze assessment data, identify students that need Tier 2 & 3 supports (based on Seward's tiering criteria), select targeted interventions, and/or determine their effectiveness.

Aug 24, 2020 to Aug 24, 2020 - Maribel Rojas

Research and purchase intervention materials that will support students' foundational skills & provide internal and external professional development to support effective implementation. Materials chosen will directly tie to students' areas of growth in reading or math.

Aug 23, 2020 to Aug 24, 2020 - Maribel Rojas

Develop focused extended-day programming for Tier 2 and Tier 3 students: Small group after-school programs and Saturday programs; and involvement of other staff in providing interventions.

Aug 24, 2020 to Jun 25, 2021 - Maribel Rojas

Establish a process for measuring social-emotional learning and growth.

Aug 23, 2020 to Sep 30, 2020 - Arturo Delgado

Create a system to identify underlying issues with students and match them with the appropriate SEL support within and outside of the school.

Aug 24, 2020 to Jun 24, 2022 - Maribel Rojas

Regarding academics, a menu of data and anecdotal assessments to identify students who are in need of Tier 2 and Tier 3 interventions. A clarification of providing tier 2 interventions for both reading and math at the upper-grade level within the IB schedule.

Aug 24, 2020 to Jun 24, 2022 - Maribel Rojas

Schedule teacher-led professional development opportunities that focus on researched-based structures, strategies, and practices that have proven to be effective in providing additional instructional support for Tier 2 and 3 students.

Aug 23, 2020 to Jun 25, 2021 - Maribel Rojas

Parent mentors will be required to dedicate one hour a day on providing interventions during the teacher's scheduled intervention time frame.

Oct 05, 2020 to Jun 24, 2022 - Marcella Martinez

## **Strategy 2**

Meet with 8th-grade students during the first quarter to outline the IB projects and to discuss the importance of deadlines.

Sep 07, 2020 to Sep 30, 2020 - Lorel Madden IB Coordinator

Additional Technology training for teachers, staff, and parents on remote learning platforms.

Aug 24, 2020 to Jun 25, 2021 - Administrators

Administrators will conduct a Student Rights and Responsibility (Code of Conduct) assembly with grade clusters PreK-2, 3-5, and 6-8. Homeroom teachers will facilitate a follow-up session, distribute the books, and collect the student and parent acknowledgment of receipt of the code of conduct.

Sep 07, 2020 to Sep 30, 2020 - Administrators and Counselor

Create a subfolder in the BOY Google Folder to house all the forms and flowcharts related to the discipline procedures.: Classroom and Office Managed Behaviors, Menu of Interventions, Behavior Referrals, Tiered SEL and Behaviors Programs, Peer-Circles, Targeted SEL Groups, Restorative Conversation protocol, etc.

Jul 01, 2020 to Jun 25, 2021 - Administrators and Counselor

Leverage personnel to provide additional instructional supports for Diverse Learners and Language Newcomers: Pullout Programs, Extended Day, or Saturday School, etc.

May 12, 2020 to Jun 24, 2022 - Administrators

Establish a cohort with an accredited institution for Bilingual/ESL certification so that 100% of the teachers are Bilingual and/or ESL endorsed. Continue the Bilingual Learning Series with ELPT Marcella Martinez.

Jul 06, 2020 to Jun 24, 2022 - Marcella Martinez

Ensure that the math curriculum at each grade level includes the priority standards with a focus on conceptual knowledge as well as math fluency. Mastery of standards will be the basis of grade-level data meetings.

Jun 01, 2020 to Jun 25, 2020 - Administrators

Ensure that IB MYP teachers employ inquiry teaching/learning strategies with fidelity and use formative assessments to adjust individual misunderstandings or advance needs.

Aug 24, 2020 to Jun 30, 2022 - Lorel Madden IB Coordinator

Improve instruction for all ELs by providing SLOP training for all teachers, purchasing culturally relevant books in English and Spanish for classroom libraries, ELPT will review and provide feedback on Unit Plans to ensure that NL connections to English academic language are happening earlier in order to strengthen the student's foundation and make the transition smoother.

Aug 24, 2020 to Jun 25, 2021 - Marcella Martinez ELPT

### **Strategy 3**

Identify instructional supports that help students with college and career visitation, including field trips to colleges and companies that welcome students to explore their environments.

Aug 24, 2020 to Jun 24, 2022 - Counselor

Engage all teachers in PD on Service Learning.

Aug 24, 2020 to Jun 24, 2022 - IB Coordinator

Parent Involvement: Organize themed based assemblies where students perform.

Aug 24, 2020 to Jun 24, 2022 - ELPT and Administrators

Environment: post visuals around the school of with student expectations

Aug 24, 2020 to Jun 24, 2022 - Homeroom Teachers and Administrators

Assemblies, Family Nights, or International/Global Day to highlight the students' cultures and global awareness.

Aug 24, 2020 to Jun 24, 2022 - ELPT, IB Coordinator, and Administrators

The counselor will engage all 6th - 8th grade students to complete the Naviance modules at the established rate of completion.

Aug 24, 2020 to Jun 24, 2022 - Counselor

The Student Council will be invited to present at all monthly LSC meetings.

Aug 24, 2020 to Jun 24, 2022 - Student Council Supervisor and Administrators

Initiate Service Learning projects at every grade level at the homeroom level.

Aug 24, 2020 to Jun 24, 2022 - IB Coordinator

Review classroom schedules to ensure that the time distribution documents the implementation of Social Science instruction is aligned to standards, and meets the required 150-minutes for grades K-5 and 300-minutes for grades 6-8.

Aug 24, 2020 to Jun 24, 2022 - Administrators

Ensure all 8th graders are scheduled in Civics for the Fall semester to meet the new ILSS Standards and include direct instruction, discussion of current and societal issues, service learning, and simulations of democratic processes.

Aug 24, 2020 to Jun 24, 2022 - Administrators and 8th Grade Civic Teacher

Teachers will participate in collaborative conversations and planning on strategies to increase student voice

Aug 24, 2020 to Jun 24, 2022 - Teachers

Increase involvement with the WE program and other external service-learning community organizations.

Aug 24, 2020 to Jun 24, 2022 - IB Coordinator

Schedule Civics teachers to attend required CPS training.

Aug 24, 2020 to Jun 24, 2022 - Administrators

## **Fund Compliance**

### **ESSA Program**

[X]

ESSA Schoolwide Program

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

[ ]

Non-title I school that does not receive any Title I funds

## ESSA Schoolwide Program

### **A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**

The CIWP team (PPLC) conducts a needs assessment, with both informal and formal data submitted to the LSC, Administrative Team, Grade Level Teams, and ILT. The My Voice My School Survey is also conducted and strengths and weaknesses are incorporated into the CIWP planning. The ILT meets bi-weekly and collaborates on instruction, curriculum, and the needs of the school community. Parents are invited to give feedback at the annual State of the School Address (SOS) held in the Fall of 2020.

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

Seward Academy is an authorized IB World School. We implement the IB MYP in grades 6, 7, and 8. In addition to the regular 7-hour school day, we implement an Extended Day tutoring program for selected students in grades 1-8. Students in this program receive an extra hour of Reading or Math instruction. In addition, OLCE provides 3 bilingual classrooms with an Extended Day Program for one hour of Literacy instruction to support their language acquisition. All students entering school are provided with the Full Day Preschool (Head Start) or Kindergarten Program. All students in K-8 are offered computer-based programs, such as Compass Learning, Pearson Realize, or Go Math Think Central, for Reading and Math individualized instruction; and all classrooms have been provided with a set of Chrome Books for student use. There is a 20-30-minute daily intervention period for students in Tiers 2 or 3 (grades K-5). All students read independently each day for a sustained silent reading period of 20 minutes. Additional funding is provided for Spanish and English fiction and nonfiction books in the school library.

### **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.**

Students in grades 2-8 currently participate in the NWEA/Map Assessment Program. Students in grades K-2 use DIBELS/TRC as an assessment tool for Literacy. These programs help us identify a student's instructional strengths and weaknesses in the areas of Reading or Math. Students are able to be grouped for instruction by ability and readiness to learn. The NWEA program also identifies strategies for specific skill instruction in each academic area. Grade Level Teams meet weekly to collaborate and share ideas on how to strengthen the Literacy or Math curriculum for grades Pre-K to 8.

### **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).**

MTSS is Strategy 1 of our CIWP. The MTSS Team was initiated and meets bi-weekly to implement the School-wide MTSS Program. The MTSS Team is led by the MTSS Coordinator. The team will work closely with the teachers to ensure that students are receiving the appropriate Tier 2 and 3 interventions and to monitor their progress. Through the use of the NWEA (2-8) and DIBELS (K-2) data, students who are in need of intervention are identified. Students in Tier 2 receive additional instruction in small groups for an additional 20-30 minutes daily. Students in Tier 3 receive additional support more frequently and for longer periods of time from the intervention provider or Special Education Teacher. The BHT consists of our Counselor, Social Worker, and Assistant Principal. The BHT plays an active role in assisting students who are struggling emotionally or socially. We offer support to these students through counseling, parental involvement, participation in various after school activities (e.g. sports, computers, dance, art, etc.). We have implemented the BAM Program (Becoming a Man), GIRLS Program, Peer Circles, and the Second Step Program for students needing SEL support.

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

Teachers and Paraprofessionals who submit applications for jobs are screened using the criteria established by the NCLB Act. Only those that are HQ for the position to which they are applying are invited to complete the interview process. If needed, those already on staff are guided by the Principal or Assistant Principal to assist them in completion of the necessary requirements for HQ. Teachers at the school participate in high-level Professional Development that is directly related to the CIWP's Strategic Priorities, Network 8 Initiatives, and/or the requirements of their specific teaching position. Teachers collaborate and network with other colleagues in order to share ideas and discuss curriculum. When a position opening becomes available, they refer possible candidates who have the same goals and expectations as the school.

**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.**

Data analysis from formative and summative assessments is utilized to identify and address specific areas of need. Professional Development workshops are held for teachers at the school and are led by outside consultants who are experts in the field. Seward ILT members provide full staff Professional Development using the Cycle of Continuous Improvement (examples of Powerful Practices include: purposing of the lesson, questioning for understanding, collaborative conversations, interactive read-alouds, the 3 Reads Strategy, and Goal Setting). The WDM process for looking at student work and analyzing data has been initiated with the 3rd, 4th and 5th grade teachers with a focus on math. Teachers in grades K-2 work with a Math Coach. Seward Administration and Network 8 have provided Professional Development and feedback in the implementation of the WDM. Six teachers and the Principal attend the quarterly Network 8 Summits in order to build relationships with other schools in the Network, participate in high quality learning experiences, and examine data. The team works to identify an area of focus that will strengthen our instructional program and share their new learning with the staff. We collaborate with schools that have been identified as having strong programs to constantly challenge our paradigms of learning and teaching. Professional Development has been provided by OLCCE specifically focusing on EL instruction and support for students currently in the TBE Program, as well as those who have recently transitioned. Therefore, all teachers are encouraged to participate in this learning.

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

LSC, BAC, and PAC meetings are used as informational and learning opportunities for parents and community members. Nine parents participate in the Parent Mentor program assisting teachers with

instruction in the classroom. School committees (e.g. PAC, BAC, and Parent Mentors) provide a variety of workshops for parents focused on improving learning for their children. Topics include, but are not limited to: Literacy development, SEL support, Bullying, Social Media, Leadership Skills, and Parenting Skills, etc.

**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.**

The school encourages participation for 4 year old children in the Full Day Head Start Program. The school ensures that parents are aware of the application process by announcing it at LSC, BAC, or PAC meetings, posting information on the school website, sending informational letters home to siblings, or distributing flyers outside the school. Parents of preschoolers are invited to observe and visit our Full Day Kindergarten Program prior to their child entering the program. Orientation meetings are held at the beginning of the school year to inform the parents of the curriculum and guidelines of the program. All parents are encouraged and welcome to assist in both the Head Start and Kindergarten programs throughout the school year in order to be more involved with their child's education.

**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.**

At weekly grade level team meetings, teachers review and discuss objectives and data that are utilized to drive the instructional program. Data from Dibels/TRC and NWEA, classroom assessments, and observations guide our decisions in determining areas of need in our Reading, Writing, Mathematics, and Science programs. Dibels/TRC and NWEA assessment data allows us to group students for instruction in the areas of reading and math. Teachers engage in the Problem Solving Process (PSP) in order to diagnose the student's specific area of need and brainstorm possible solutions for addressing that need. Furthermore, teachers participate in Data Meetings to analyze student math data and determine next steps for student re-engagement.

**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.**

MTSS is our CIWP Strategy 1 and our school-wide initiative to address the needs of struggling students. Through the use of the NWEA and DIBELS data, students who are in need of intervention are identified. Students in Tier 2 receive additional instruction in small groups for an additional 20-30 minutes daily. Students in Tier 3 receive additional support more frequently and for longer periods of time from the interventionist or special education teacher. Students receiving Tier 3 instruction for 60 days who are not making progress are referred to the Counselor for a full case evaluation for special education services. Students receiving intervention are entered into the MTSS Logging Tool and monitored by the MTSS Team.

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

We are a Pre-K through 8th grade school, which has a Full Day Head Start Pre-school Program for 4 year old students. The ESSA Title 1 Program provides funds and supplies for parent training workshops on educational topics such as Literacy, Parenting Skills, Leadership Skills, Nutrition, Health, and SEL support. The Parent Mentor Program provides training for 9 parents on how to assist the teacher in the classroom

with activities directly related to instruction of students. Parents attend the annual Bilingual Parent Summit and/or Parent Mentor Convention in order to further their Professional Development.

## ESSA Targeted Assistance Program

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### 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 Local School Council (LSC), Title 1 (PAC) Committee, and Bilingual Advisory Council (BAC) meet on a monthly basis. Parents are encouraged to attend and are notified of these meetings in advance via flyers, the monthly calendar, and the Seward website. At these meetings, the parents review and provide input on various issues affecting the school, community, and student achievement. In addition, parents provide input and give feedback at the Annual State of the School Address (SOS) at the beginning of the year and on the My Voice, My School survey.

**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**

The PAC Annual Title 1 Meeting will be held on October 14, 2020 at 3:00 p.m. This is an informational meeting for parents to advise them of Seward Academy's participation in the ESSA Title 1 Program and explain the requirements. The PAC Organizational Title 1 Meeting will be held on the same date immediately following the Annual Meeting. This is an organizational meeting in which the committee officers are elected and the yearly meeting schedule is developed. Knowing the dates and times of these

meetings in advance will increase attendance and participation. At this meeting, parents will receive information and an explanation of the CIWP, the Title 1 Program, the Transitional Bilingual Education Program, and the Special Education Program. They will be informed of the Title 1 Parent Involvement Policy and receive an explanation of the funds that will be used for Parent Training activities that will be held throughout the 2020-2021 school year.

**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.**

Meetings will be scheduled with the administration to reduce any interruption of the educational process and to ensure the availability of space within the school. All suggestions will go through a process of review by the administrative team to prioritize the requests and reduce redundancy. Parents have the opportunity to meet with the LSC, PAC, BAC, and teachers in order to offer suggestions and contribute to the academic progress of the students.

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

Parents will receive NWEA and DIBELS results annually. Teachers will also discuss the results of all assessments and evaluations with parents during the two scheduled Parent-Teacher Conference Days on November 18, 2020, and April 21, 2021, and at individually scheduled conferences. General overviews of assessment results will be distributed and discussed during the LSC, BAC, PAC meetings, and at the Annual State of the School Address (SOS).

**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.**

The school has consistently made sure that all teachers are appropriately certified to teach in their assigned positions. If a teacher is deemed NHQ, parents are notified through a written notice. The teacher is then guided by the administration on the steps necessary to become HQ.

**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.**

These topics will be discussed during the LSC, BAC, and PAC meetings, and the Annual State of the School Address. The topics will also be covered during special events such as IB Family Nights, individual parent conferences, and Parent-Teacher Conference Days.

**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.**

As part of the Title 1 Parent Involvement Budget Plan, funds are allocated for consultants, supplies, transportation, admission and registration to local conferences specifically designed for parents. At the Title 1 Organizational Meeting held on October 14, 2020, parents will review the current budget.

Throughout the school year, the PAC will choose training based on the needs of the parents and external consultants will be hired to provide the workshops.

**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.**

Grade level teams are encouraged to hold grade level meetings with the parents to promote the home-school partnership e.g. the IB MYP Team conducts at least four parent meetings per year. During school-wide meetings, we will discuss additional ways to build ties with parents and assess the need for professional development on this topic. Some teachers or grade levels create monthly newsletters to strengthen the home-school connection.

**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.**

At parent workshops, activities, and meetings, parents will be given information and resources to support their child's education. These include the Head Start Program meetings, Parent Mentor Program workshops, and BAC or PAC sponsored workshops. We will conduct a review of all programs to ensure appropriateness and timeliness of materials presented. We will reduce redundancy to maintain participation and interest of the parents.

**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 information is provided in English and Spanish to ensure clear communication and understanding. All phone communication to parents is done by bilingual personnel. All meetings and workshops are conducted or translated into the language of the participants.

### 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.)**

Our mission at Seward is to provide a program that is committed to a community partnership that provides a safe, nurturing environment with a focus on reading, writing, mathematics, technology, and communication arts that will develop responsible lifelong learners for all students, including Diverse and English 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.**

On November 18, 2020, and April 21, 2021, parents will meet with their child's teacher to discuss academic and social-emotional progress. Individual parent conferences will be held as needed throughout the year and will be scheduled by the administration, teachers, or parents as the situation warrants.

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

Parents are informed of their child's progress every 5 weeks via Progress Reports and Report Cards. Teachers will contact parents when there are concerns about student progress. Parents will receive district-wide assessment data results annually.

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

Individual parent conferences will be held as needed throughout the year. Staff are accessible to parents daily before school, after school, during preparation periods, or by appointment. Open House will be scheduled for September 11, 2020 to meet the teachers and review classroom procedures, grade level standards, the Student Code of Conduct, and Seward Academy's mission and vision.

**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 invited to participate in field trips, individual room activities, and school safety activities. Parents assist in the supervision of recess on a daily basis. Parent volunteers are recruited during parent meetings, workshops, Family Nights, and assemblies, etc. All volunteers are required to complete the online parent volunteer application.

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

During Open House on September 11, 2020, teachers will review classroom procedures, grade level standards, and the Student Code of Conduct. Teachers will explain to parents how to assist with homework and help their child develop good study habits. Parent workshops are held throughout the year that teach parents how to support their children at home. Family Nights are held to invite parents to participate in learning activities with their children.

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

All parents are invited to participate in Local School Council (LSC), Bilingual Advisory Committee (BAC), and Title 1 Parent Advisory Committee (PAC) meetings. These are held on a monthly basis.

**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 teachers and the administration monitor grades, attendance, and student behavior on a daily basis. The On-track Report is received every 5 weeks and reviewed by the administration to identify students in need of intervention. The school's MTSS team monitors students in need of Tier 2 and 3 interventions in Reading and Math. The BHT team monitors students that are in need of Social Emotional support. The school attendance clerks make phone calls daily. Parent conferences are scheduled for chronic truant and tardy students. 5 and 10-day absence letters are sent, when needed. Classroom teachers and the school provide incentives for academics, attendance, and extracurricular activities.

## **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.**

Parent Budget

Increase Student Achievement through Parent Involvement:

? To give parents strategies for helping their children succeed at school (e.g. homework help, early readiness skills, use of technology, etc.) September 2020 to June 2021.

? To give parents specific strategies for improving their child's literacy skills (e.g. reading aloud, monitoring their reading progress and comprehension, book-making, playing reading games, etc.) September 2020 to June 2021.

? To give parents the opportunity to attend local conferences (e.g. Bilingual Parent Summit) and workshops focused on parenting, educational, and basic life skills. September 2020 to June 2021.

? To give parents the opportunity to learn about the social-emotional needs of their children and provide them with the necessary support (e.g. bullying, socialization skills, leadership skills, etc.) September 2020 to June 2021.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$1051.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
<b>54125</b>	<b>Consultants</b> 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)	\$2000.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$1000.00
<b>54205</b>	<b>Travel</b> 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.	\$200.00
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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