Sor Juana Ines de la Cruz ES 2020-2022 plan summary

Team

Name	Role	Email	Access
Megan Kehr	Prinicpal	mekehr@cps.edu	Has access
Candice Cafarelli	AP	cmcafarelli@cps.edu	Has access
Alicia Torres	Teacher	aegamboa@cps.edu	Has access
Cynthia Juarez	Teacher	cjuarez40@cps.edu	Has access
Edith Scott	Parent	escott1@cps.edu	Has access
Yesenia Ulloa	Counselor	yulloa1@cps.edu	Has access
Tracy Falda	SpEd Teacher	tjfalda@cps.edu	Has access
Jenny Aguinaga	Essentials Teacher	jaaguinaga@cps.edu	Has access
Sandra Prado	SECA	splamerin@cps.edu	Has access
Susana Barajas	Parent	sbarajas21@cps.edu	Has access
Angie Aguilar	Pre-K Teacher	aaaguilar@cps.edu	Has access
Leticia Velazquez	Teacher	lolmos@cps.edu	Has access
marisol Guzman	Teacher	mguzman106@cps.edu	Has access
Eileen Whelan	STEM Coach	emwhelan@cps.edu	Has access
Sandra Prado	SECA	spalmerin@cps.edu	Has access
Danielle Knytych	Teacher	dmkoshmider@cps.edu	Has access
christine laurin	Technology Coordinator	cmtrainor@cps.edu	Has access
Brenda Rodarte	Curriculum Specialist	blgarcia@cps.edu	Has access
Leah Stephens	Arts Integration Specialist	lastephens1@cps.edu	Has access
Angelique DeJesus	Teacher Assistant	afranquidejesus@cps.edu	Has access
Azucena Gonzalez	Teacher	agonzalez175@cps.edu	Has access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 3 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Set the direction and create a sense of purpose by building consensus on and implementing a shared vision: School-based stakeholders worked collaboratively to construct a shared vision for the school; additionally, the content teams, have developed a shared vision building off the school's vision to maintain consistent and parallel messaging. All stake-holders are considered and included in to reflect the school?s core values, beliefs, and priorities through the vertical, grade-level, SEL teams, in addition to the parent mentoring program that provides training for our parents about the curriculum we use and how they can support classroom instruction. The school?s vision, beliefs, and priorities are shared in community meetings, promotional materials, and the school?s website and social media presence. Sor Juana is able to showcase the school?s initiatives and priorities in practice and connection to the school?s vision through these mediums. Sor Juana has several teams and committees which focus on the whole child including academics, health and wellness, and social and emotional needs. In addition, the school uses morning meetings as a formal opportunity to champion and articulate the vision through read-alouds, calm classroom

practices, community builder conversations/activities, musical expression, and gratitude for peers. 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): The morning community meetings are led by different teachers to implement various school-wide practices that also take place in the classrooms such as, read-alouds, calm classroom practice, community building conversations and activities, music, and gratitude for peers. In addition, there is an expectation that all teachers co-teach with one essentials teacher, which includes time for co-planning as well. Co-teachers teach in each other's classes allowing students to see the collaborative practice twice a week in two settings. In an effort to focus on the whole-child teachers engaged in the reading and discussion of Yardsticks: Children in the Classroom Ages 4-14 by Chip Wood. This mentor text developed teachers to understand the emotional and developmental years of all the children in our school in addition to their behaviors at home and at school. Powerful conversations as these were had during grade-level meetings to support each other as we create a safer environment for all students. After-school program offerings although are teacher-led are based on the academic needs and interests of the student population and provide different offerings each quarter. Empower others to make or influence significant decisions (REQUIRED: OSEL): Sor Juana has continued to build shared leadership and opportunities for job - embedded leadership training and development through the implementation of learning cycles. Our Instructional Support Specialist and selected teacher leaders attend literacy training in order to bring back and share with other Humanities team members. The Instructional Support Specialist supports teachers in implementing instructional approaches that support balanced literacy and the Teachers College?s units of study. The math teacher leader attends professional development to share with the team, they also coach new math/science team members to understand and implement the curriculum effectively. The Technology Specialist attends district STEM meetings monthly to learn about this instructional approach. Our ELPT guides all teachers through professional development to coach and guide best practices in planning and instruction for our EL learners. Sor Juana capitalizes on the leadership skills of others by providing all teacher-leaders to lead meetings and professional development. Administration includes the teacher's voice in most decisions for the school. Teacher leaders are in place for Humanities, Math/Science, Special Education, EL, SEL, Arts Integration, and Health and Wellness. As we continue through the incubation years of our Classical and STEAM programming there has been a lot of learning going on and systems and protocols are beginning to develop to help assist teachers in the learning of the different models but also to help build the leadership skill sets of staff. There is a constant synthesis of what is heard in weekly team meetings which include administration, members of the essentials team, counselor, and classroom teachers. All meetings use the same note-taking process to capture meeting notes and the next steps which allow for the acknowledgment of all staff contributions. In addition, this is a guide for all teachers to remember what was discussed and what are the action steps to ensure the progress and growth of the school. All staff meets regularly through Union meetings and PPC to share concerns and develop solutions. This process is a specific and consistent method for channeling problem solving and discussion that is completed each month, or as often as needed. Sor Juana has two types of programs within it, Classical and STEAM Magnet. In addition, a leadership team needs to be established more consistently and can enhance its effectiveness with the addition of a classroom teacher representative from each department. Currently, the school staff works collaboratively with the administration to monitor

individual REACH processes to ensure consistent implementation that supports the work of the school for improving teaching and learning by discussing areas of growth based on individual reflections Enable staff to focus and prioritize what matters most: The use of meeting agendas and notes are formatted the same to create an immediate focus during weekly grade-level and vertical meetings for the staff on the school?s priorities and goals. The school improvement goals were focused on a few high leverage activities centered around the reading and engagement of mentor texts such as Using Understanding by Design in the Culturally and Linguistically Diverse Classroom by Amy J. Heineke, Jay McTighe and Yardsticks by Chip Wood. Through the use of learning cycles and teacher leaders content coaching the school is able to prioritize rigorous content and engaging students in learning more effectively and across all grade-levels and content areas. Student data is reviewed during collaborative meetings regularly and discussed on how to address gaps and challenge students. Review of student data including grades, attendance, intervention progress, grading practices and curriculum/instruction during weekly principal directed meetings. Individual teacher focus as needed is provided by administration and instructional leaders. Employ the skills to effectively manage change: As Sor Juana grows each school year, staff are fluid in a change in regards to procedures, planning for academics and interventions, and expanding offerings to students including after school interventions and programming. With consistent staff meetings in place, the staff is able to hold discussions about the skills and focus of the school and specific curriculum. Teachers' voice is included in the development of school-wide procedures, the Parent/Student Handbook, and the Staff Handbook. The implementation of the Parent/Student Handbook is active. Grade Level and Vertical Teams review and evaluate instructional programs/curriculum regularly by sharing at vertical team meetings. Student data is reviewed during collaborative meetings when an assessment has been taken and discussed on how to address gaps and challenge students. Grade Level and Vertical Teams review and evaluate instructional programs/curriculum regularly. Make ?safe practice? an integral part of professional learning: Information learned at professional development was shared as it pertained to staff in vertical meetings. The learned practices were used as part of a learning cycle where teachers lead professional development sessions to learn the content and peer observations took place to see the work in action among our peers. The learning cycle was a way for teachers to try new strategies, refine skills, grapple with implementation challenges, and share knowledge, experience, and successes. In addition, teachers were beginning to provide peer coaching and mentoring to support changing classroom practice. Teacher Leaders are in the beginning stages of creating ?safe practice? as part of professional learning as each teacher will get a turn to lead and coach. Teachers are provided with feedback and support provided by administration and instructional leaders in the areas of Reading/Writing, Math, Science and Arts Integration. Collaborate, value transparency, and inform and engage stakeholders: Weekly staff meetings for grade-level and vertical meetings are effective in ensuring all team members have equity of voice. Staff are developing active engagement in asking questions and collaboration equitably for all staff members. Teacher voice has been included in the development of school-wide procedures, the Parent/Student Handbook, and the Staff Handbook. The Parent/Student handbook is active and addressed frequently to ensure consistency among our students and families. Sor Juana informs and engages stakeholders of key data and work of the Instructional Leadership Teams, Grade Level Teams, and other structures for collaboration through community meetings and parent meetings. The Five Essentials surveys is another platform in which all stakeholders are staying

informed about the development and progress of Sor Juana. Sor Juana offers both a STEAM and Classical Program, as well as the integration of both programs to all students across all grades.

- 4 - Structure for Continuous Improvement
  - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 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)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Engage in ongoing inquiry as a basis for improvement: 1 2 3 4 a.b.Teachers meet on a weekly basis with administration and other colleagues to discuss current research, analyze data, unpack standards, and make decisions about current practices in order to address our students' needs. c.e.Teachers engage in learning cycles with the reading and math coach in contemplation of opportunities for them to reflect on their teaching, collaborate, and provide collegial feedback. A weekly debrief is scheduled in the direction of discussing and evaluating how to improve our practice. f. At Sor Juana, building the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning, data, and student work is clearly evident. There is structure time for teacher teams to collaborate and learn together through professional inquiry around a common priority during our weekly vertical and grade level meetings. All teachers implement best practices among all grade levels and are provided with opportunities for growth through ongoing text readings, professional training/workshops, and discussions about instructional decisions to better support our students and teachers as well. g. Administrators conduct frequent observations to provide coaching and actionable feedback. Feedback is given about specific lessons and adjusting those lessons, providing strategies, analyzing student work and progress, data, students' emotional and academic needs, and what steps we need to take in order to get to our goal. Administrators are very supportive and have built a strong sense of community for Sor Juana teachers by engaging all in the goal setting, professional development, and improvement plan as each teacher brings in their knowledge and contributes to the continued growth and success of the school. There is a collective responsibility and committment to ensuring that all our students are successful and that the school vision is at the forefront of our everyday instruction with the support of our administrators. Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work: 1 2 3 4 a.b Teachers share the responsibility to create and present professional development at beginning of school year and throughout the year to all staff regarding school wide initiatives (MTSS, PBIS, Mini Lessons, Data Driven Goal Setting, SEL) c.Systems are in place to provide/accept collegial support and feedback via coaching as well as professional development is consistently offered throughout the school year with the intention of improving

our practice. Design professional learning (PL) to achieve school-wide improvement goals 1 2 3 4 a. Teachers use data from NWEA, Dibels, ACCESS, and MTSS to identify performance and gaps to inform and make intentional adjustments to our teaching practices with the support of our administrators and coaches b. Analyze data as a whole school, grade bands, grade levels, homerooms, specific small groups, and individual students. All of this informations is utilized in the analysis to design small group instruction, initiatives for the school, adjust approaches to whole group instruction, and utilize parent surveys to inform and build stronger parent/teacher relationships. c. The bilingual lead teacher conducts trainings and presents important information and data about our EL students, addresses the latest theory and policy to ensure staff uses new knowledge to improve practice. Teachers use WIDA standards to guide their lesson planning by using student ACCESS scores to identify their proficiency level in order to target their language needs. d. Adressing social emotional learning, community-building, restorative and trauma-sensitive approaches are key in supporting our students learning. As a school, some of the interventions we implement are: calm classroom, peace corner, yoga, PBIS, SS Grin, Rainbows, SEL progress reports for parents, workshops/trainings for parents, one to one meetings with counselor, and Sanford Harmony program. Currently, the school has a team that meets weekly consisting of administration, counselor, and essentials teachers. This team has 2 sub groups including academic and SEL MTSS teams. Each of these teams also meets weekly. Collectively the leadership team meets to make decisions to promote high levels of academic SEL learning, and to create a supportive and restorative enviromnent. We are now at a point where we are ready to leverage this to better support specific students family and staff with targeted and intenseive SEL needs. In addition, we are currently working on a tiered system of PD in response and needs of staff and students. We are in the process of creating a sustainable system for collecting evidence by which general education teachers can work collaboratively with the SEL leadership team to engage in problem solving practices to address tier 2 and 3 students and have a flow chart for teachers to better understand their role in supporting the SEL needs of students. Design and implement school day schedules that are responsive to student needs 1 2 3 4: All teachers follow and post their daily schedules which reflect the CPS Instructional Block Guidelines to maximize academic-engaged time. Align the budget to the CIWP priorities and the mission of the school 1 2 3 4 : School budget is aligned to the mission of the school through the variety of before and after school programs offered to students providing them experiences that ignite their interests and strengths including music, technology, fitness, art, dance, theater, and academic enrichment. Academics is supported through technology and supplies that further student engagement including teacher learning to strengthen their knowledge. 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)" 1 2 3 4: As a new school, we will have an LSC in 2021. We are building our community partnerships through SWOP. SWOP provides opportunities for parent mentors to support the school community in classrooms and school events. Parents are given opportunities to chaperone field trips and volunteer at the school for lunch/recess and support afterschool programs. Physical surroundings convey a positive, student-centered school environment 1 2 3 4 a. School building is clean and inviting, not only does the janitorial staff make sure the rooms and hallways are well maintained, but we also have student helpers that assist in cleaning lunch tables and classrooms in the interest of taking ownership of their learning environment. b.,c. Including students in creating the physical environment can increase the feeling of classroom

community and therefore, you see flexible seating, small tables, carpet seating, sofas, cozy chairs, and reading nooks where students can choose where to sit to do their learning for that day. There is deliberate attention to supporting positive relationships between staff and students that characterizes a student-centered climate which is visibly seen through teacher and student interactions, projects displayed in the hallways, pictures of at home projects, co-teaching projects, PBIS school wide goals, and pictures/student work as a means to celebrate and highlight their accomplishments.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: Criteria: Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language a. Curriculum is tailored to the strengths, needs, and interests of each student Evidence: Celebration of Black History Month, Women?s History Month, Dia de Los Muertos, Cinco de Mayo, Chinese New Year as well as other holidays through read alouds, discussion, activities and etc. In the ?Meet Up? portion of Sanford Harmony, students learn how to greet each other in other languages. Criteria: 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 a. Identify the essential understandings ? what students should learn in greater depth. Evidence: Apply a transfer of knowledge from skills and strategies in units to bigger projects and tasks. Students complete inquiries through Mystery Science, explore wonderings during Social Studies and Literacy block during small group and whole group instruction. During technology, students apply their knowledge by creating something of their own, such as cookie cutters. 1 2 3 4 Criteria: Curriculum connects to real world, authentic application of learning a. Provide opportunities for meaningful project-based learning b. Integrate field-based learning through partnerships with city institutions (e.g. museums, colleges, universities, and community based organizations) c. 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 Evidence: Teachers are using ?Curious Classroom? for a study group in order to give students an opportunity to explore their curiosities in the classroom. They begin with inquiry questions and divide into groups for their investigation. Findings are presented as a whole. Sor Juana has a partnership with the Museum of Science and Industry, integrated into the science block. We also have a partnership with Hubbard Street Dance that comes into the classroom to teach movement to all students, one classroom at a time. In addition, we have a partnership with the Chicago Symphony Orchestra, where music is integrated with Humanities. The work done in these programs is presented either to the

families or to the partnerships themselves. 1 2 3 4 Criteria: Curriculum is aligned to expectations of the standards a. Align units of instruction horizontally and vertically to scope and sequence maps b. Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps) Evidence: Teachers use UbD to design units that align to the state standards. Pacing guides and curriculum maps provided through the programs we use are used to help planning and teaching. Teachers also use data from summative assessments (DIBELS/TRC, BAS, NWEA, end of the unit assessments) and formative assessments in order to guide instruction. 1 2 3 4 Criteria: Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL) a. Teacher use an evidence-based program to explicitly teach social and emotional skills to all students b. Teachers intentionally build students? social and emotional skills during academic instruction by integrating the ISBE standards for SEL into their lessons for all subjects c. Teachers provide opportunities for students to practice interpersonal, self-management, and other SEL skills Evidence: SEL is taught through programs like: Sanford Harmony (all components among all staff members), SS Grin and Rainbows. Some of this is done whole-group, while others done with small groups of students. Each classroom has a ?Peace Area? where students use a guide to handle issues with other students on their own (prior to an adult interfering). Each classroom also has a ?Calming Corner? that contains various resources/tools for students to take control of their own emotions. We also use the ?Calm Classroom? program school-wide. 1 2 3 4 Criteria: 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 a. Balances critical foundational reading skill instruction with the reading of rich, engaging, and complex texts, within the curriculum, to simultaneously develop strong comprehension skills and a love of reading while ensuring students can read accurately and fluently b. Provide curriculum with differentiated support, various points of access, and multiple exposures to content to ensure all students have opportunities to work with and engage in productive struggle with complex texts c. Text collections include a balance of ?mirrors and windows", texts in which students can find themselves and their experiences reflected, as well as texts that offer students a broad range of content knowledge and perspectives on the wider world d. Include a variety of authors, providing diverse viewpoints reflective of the gender, racial, ethnic, and socioeconomic diversity of our society, and content often reflects contemporary issues relevant to local communities within text collections e. Ensure equitable access for teachers and students to varied and flexible high quality, standards-aligned instructional materials and resources that are selected and adapted based on specific learning objectives and learner needs f. Articulate language goals that are separate from and supportive of content goals recognizing that literacy - reading, writing and speaking - are essential ?learning tools? across the curriculum (disciplinary literacy). g. Provide materials in English and native language for English learners h. Ensure reference and resource materials are readily available, updated/upgraded in response to new understandings, and circulated throughout the school i. Provide students and teachers with multimedia and embedded, just-in-time instructional material and supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) ? for conveying conceptual knowledge j. Integrate technology, as appropriate, with students learning experiences Evidence: Classroom libraries are fully stocked with a variety of genres and reading levels. There are also books in different languages. We also have a school library with an on-line component, so

books can be accessed from home/digitally. We also have IXL, RazKids, Epic & ReadWorks accounts for students. These resources are digital and offer the text to be read. These sights do offer texts in a student's home language. Each classroom has its own set of iPads and Chromebooks for students to access this material.

- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Students at Sor Juana know that with perseverance all are able to learn. Daily rigorous standard-base learning tasks allow students to demonstrate their potential in all subject areas. Student achievements are celebrated daily, weekly, and at the end of the semeters. Attendance, engagement and academic behaviors are monitored and school successes are celebrated in different ways. Some examples of student celebrations are a school awards assembly and classroom recognition for attendance. Students know the school?s and classroom expectations and always try to achieve their best. Each classroom receives tokens as a way to celebrate their academic and behavioral successes. Student learning is viewed as process over product, and that there is not a single right answer or a single method to learning. Daily lessons have a clear objective that allows for students to monitor their own learning across all content areas. Differentiation happens on a daily basis in classrooms to ensure student academic success. School has an ELPT coordinator who has been providing informative professional development in regards to our EL students. EL Professional development has been offered twice this academic school year. Continued staff meetings will continue to guide us with our EL and diverse learners expectations. There is constant collaboration with special education teachers. Classrooms have a positive learning environment which helps students thrive academically, socially and emotionally. Tier 1 Social emotional learning programs such as Calm Classroom and Sanford Harmony allow teachers to plan and implement SEL instruction that is age and grade level appropriate and responsive to the needs of students. Questioning and discussion techniques are in place. Students are exposed to a variety of question levels that allows them to think critically in all subjects areas. Students are expected and encouraged to develop their thinking when sharing their answers with one another and with the class. Group discussions allow the teacher to address possible student misunderstandings and misconceptions. Students are aware there are multiple ways of responding to questions/prompts across subject levels. Math teachers have engaged in professional learning around reflective lesson planning as a means to plan for and anticipate student misconceptions in alignment with CCSS. Through this planning teachers can develop questions that encourage students to think metacognitively. Within the planned daily math application problem students actively and respectfully contribute to extending the content as they use textual evidence to support.explain concepts through reasoning to their classmates.

Students are expected to use academic language in presenting information and also when giving feedback to peers. Daily lessons across grade levels are standard-based (both content and process standards) and learning objectives are clearly presented to students. Lessons draw on multiple standards in all subject areas. Students are required to represent application of the standards in various modalities. For example, creating a group poster of their thinking, representing their work as an art project, etc. Students are encouraged to actively engage in productive struggle by presenting them with assignments that allow them to apply critical thinking skills. Daily teacher reflection allows for teachers to constantly modify their instruction. Vertical meetings as well as grade level meetings allow for more teacher collaboration and discussion around examining student work and next steps to follow. Daily feedback is given to students to better guide their academic success. Rubrics are shared with students in an effort to help them monitor their progress. Feedback is given in a timely manner. Students are aware of each assignment?s expectations through clear articulation of how students will meet the standards driven objectives. Constant monitoring of student work allows for educators to adjust their instructional path to better assistance student misconceptions. Small group instruction which is based on daily student performance of oral, written, and web-based applications as well as, assessments such as NWEA, TRC, ACCESS, and teacher created assessments allows for a more indepth skill instruction for students who need the extra support or for students who need more challenging tasks. Core content is presented to all students. Whole group discussions allow for academic language development for EL students. EL strategies are implemented to better assist EL students, like for example graphic organizers, sentence stems, etc. Small group instruction allows educators a better opportunity to monitor all students closely and provide the necessary scaffolds to ensure student academic success. EL students and diverse learners are monitored and provided with the proper enrichment opportunities during small group instruction.

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- o **Evidence**: Sor Juana has several systems in place or that are beginning to be in place for both formative and summative assessments. Multiple data points are being used to be able to guide instruction and meet the needs of all learners. Consistency among grade levels and subject areas will reduce and possibly eliminate any gaps that previously, or currently, exist. Parents had access to Parent Portal, teachers shared rubrics, and discussions have begun for fair grading for STEAM vs. Classical.
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)

- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: The MTSS team utilizes CPS provided resources to inform the building out of our fairly new MTSS team and framework. The Sor Juana MTSS team has developed a handbook that outlines the criteria for tiering, instructional materials and curriculum for each tier, and progress monitoring tools utilized on an ongoing basis to determine effectiveness. Tier 1 consists of quality instructional methods and curriculum. Tier 2 & Tier 3 consists of research-based instructional methods and resources that are provided by the classroom or teacher or interventionists. We continue to consider interventions as we find the ones chosen do not work for every student. The MTSS Team utilizes multiple forms of data points throughout the school year including, NWEA, ACCESS, TRC, DIBELS, BAS, progress monitoring, and classroom observations. This data is tracked and regularly discussed to inform next steps for all students. Sor Juana's MTSS team analyzes data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs. Progress monitoring tools have been identified for each intervention we currently provide and tracked bimonthly. If a PM tool hasn't been previously identified, it is considered and discussed at team meetings. Progress monitoring data is analyzed to determine the effectiveness and next steps. The MTSS team will be considering additional progress monitoring tools as we continue to add suitable interventions for specific groups and individual students. MTSS letters are sent out when benchmark data is collected and analyzed that inform parents of their child being selected to receive Tier 2 or 3 support. Progress reports are also sent out every 5 weeks to update parents of student progress. The MTSS team would like to improve in the area of family communication where we build in frequent check-ins to receive input & feedback from parents. This year we established a partnership with SWOP and are currently in the process of training these parent assistants in supporting classrooms with Tier 1, 2, & 3 supports.

- 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**: In order for new students to get acclimated at the beginning of the year and throughout the school year, we have morning meetings which allows students the opportunity to sit with their classmates and eat breakfast as well as explore themed topics every day of the week. Additionally, students have ample opportunities in the classroom to build relationships with classmates through Sanford Harmony Meet Up. Building relationships and creating community is the foundation for helping students transition successfully. Students are also tested at the beginning of the year so that they have the appropriate academic placement between our STEAM and Classical programs. Matching students appropriately promotes academic success and helps with the transition from students? previous school to Sor Juana. We have a progress monitoring data tool for academic progress in all core subjects created specifically for English Language Learners after they have transitioned from services. Teachers have access to this tool. Sor Juana has learning opportunities for the summer including summer school for interested students as well as a program specifically geared toward incoming kindergarteners. The program is meant to provide students with a familiarity to their teacher, each other, and what it means to be a student in kindergartner, which is especially beneficial for students who did not go to Pre-K and have no experience in school yet. Furthermore, we host Pre-K Registration/Family Interviews for parents over the summer. During a 3-week period, parents meet with the Pre-K teacher to register their child(ren) for Pre-K, while getting to know the teacher. Simultaneously, the teacher interviews the family to learn about the incoming student through a Health Survey, Family Needs and Assessment Survey, a Developmental Survey, and a Family Survey to gather additional information about their child including family events. It provides an opportunity for community building before the commencement of school in September. Academic interventions are provided in both math and reading for students who are struggling. Additionally, students participate in social-emotional learning interventions aimed at strengthening their skills. The essentials classes we currently have ie. Technology, STEAM, Physical Education, and Music, are exploratory in nature. They promote students to explore a variety of interests and build upon and discover skills and talent. Each grade level participates in an Arts-related program such as Hubbard Street. Furthermore, Sor Juana?s after-school programming involves an array of academic and non-academic programs, including theatre, music, chess and dance where students can once more explore and discover interests, skills and talents. Every year, Sor Juana commits to a week long event geared toward college and exploring postsecondary options. Teachers select a college or university to represent their class and students learn about college through their selected school. They learn about the differences between a college and a university, public vs. public schools, living on campus vs. commuting, in-state vs. out of state tuition, dorm-life, tuition, financial aid, picking a major, SAT testing, etc. Every student partakes in the Sanford Harmony SEL Curriculum for one hour every week. The Curriculum is geared toward

teaching students foundational skills for success in current and future academic settings as well as in work and life. Sanford Harmony also focuses on healthy social and friendship skills which promotes a holistic experience for success.

Quality and Character of School Life

- 4 - Relational Trust
    - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
    - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
    - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
    - o **Evidence**: a. Adults intentionally create opportunities for students to socialize, build positive relationships, and resolve conflicts peacefully in both the classroom and during unstructured time (e.g. lunch, recess, etc.) Evidence: Students are able to socialize during lunch, recess, special events hosted by the SEL team members (ie. Heart Challenge event). Students are building positive relationships during buddy reading between Pre-K and 2nd Grade Humanities classroom. The Peace area is being utilized in all classrooms and recess to help students resolve conflicts. During school wide morning meeting students are able to show their appreciation for one another through our Warm Fuzzy activity. b. Provide opportunities for all students to learn social and emotional skills, including empathy, social awareness, and relationship-building Evidence: All school wide morning meet-ups 3 times per week in classrooms which incorporate empathy, social awareness and relationship-building. Teachers are utilizing the Sanford Harmony curriculum to foster social and emotional skills of all students. c. Support students to show compassion and offer support for one another during moments of stress and hardship Evidence: Our school counselor has provided a form to all teachers to fill out when students are showing stress and hardship. The counselor then meets with the student to gather details. The administration along with the Nurse provides services to assist students with their stress and hardship. a. Train and coach all staff on strategies for developing supportive relationships with students Evidence: During PD days the SEL team has trained staff on strategies to develop supportive relationships with students (refer to Megan Agendas for topics) Strategies are offered via a weekly email chain sent out by the school counselor. She informs the staff about the SEL curriculum being presented to the students. Teachers can follow-up/reinforce the information with their students/parents. b. Students with higher levels of need have assigned staff who check in frequently or serve as mentors Evidence: TA tracks data via an online google tracking document entitled, ?Antecedent Behavior Consequence Log?. This serves as a way to frequently check in and log any behavior which can interfere with academic learning. The Case Manager serves as mentor for students and frequently contacts parents to discuss next steps when behavior is consistently affecting learning. Our school counselor meets with Tier 3 SEL students to provide support on a weekly basis. c. Use supportive adult-student relationships to prevent and de-escalate behavior or attendance issues Evidence: TA helps de-escalate student behaviors by asking other adults to help separate students when behavior is unfavorable. An adult to student relationship is fostered when the student feels comfortable expressing their feelings to a ?mentor? adult. The calm classroom areas in each classroom help students evaluate their behavior in order for the adult to foster a more supportive environment and de-escalate

behaviors. d. Adults frequently acknowledge students for their positive contributions to the school community Evidence: Adults praise their students in various areas (students receive classroom tokens, recess heroes are praised on Fridays at morning meetings, etc). e. Staff interactions with students are more often positive than corrective, particularly for students who are frequently referred for behavior incidents Evidence: Administrator uses positive remarks with students to correct the undesired behavior. Students who are referred for behavior incidents are rewarded with positive interactions with other peers (ie. Sped student is able to assist in other classes with younger students to develop self-esteem, self awareness and academic reading skills). f. Effectively utilize related service providers at the classroom level Evidence: Staff members reach out to the related service providers to ensure services are being rendered to their students. If a staff member notices a child in need, they seek out information with the related provider. a. Provide frequent opportunities for teachers to collaborate, learn from each other, and build positive relationships and a sense of community among staff (i.e, plan community building circles during professional development time) Evidence: Various meetings are held during the week for all teachers (ie. Grade Level, Vertical Mtg, Humanities, Math/Science) The kindness jars were implemented this year to help teacher-teacher foster an appreciation for one another. The bulletin board in the staff lounge recognizes staff who have helped each other in positive ways. Teacher/Staff Sor Juana book club meet once a month on the weekends to collaborate and discuss literature. Collaborative pot-lucks during PD days and report card pick-up aid in being teacher to teacher trust. Staff birthdays are recognized by the principal when she purchases a book for all staff to sign and write something positive for that teacher. b. Develop a shared leadership structure that allows staff to work together toward school improvement Evidence: The google drive hosts are Sor Juana Handbook and all documents to work toward improving our school. All staff members' voices are heard by the roles and work assigned in developing the CIWP. c. Create a strategy for staff to bring up issues and resolve conflicts using restorative and open dialogue Evidence: Through the development of the PPC committee, issues and conflicts have been resolved through restorative and open dialogue between administration and committee members. d. Create a positive climate and working conditions for teaching that attracts and retains educator talent Evidence: A positive climate is shown through the positive interactions with the principal. She maintains working conditions which will foster high academic expectations for all students. Principal consistently gathers feedback from staff through surveys and face to face interaction. This information is then used to sustain a positive climate and working conditions for all staff members.

- 3 - Student Voice, Engagement, and Civic Life
  - o 1 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**: Students have not explicitly studied politics, power structures, or media at this age, but are being set up in these grade levels to understand the role of civics, economics, and geography. Through a mock election on November's election day, read alouds about the suffragette and American Civil Rights

movement during Women's History Month & Black History Month, and a school-wide reward system that takes into account student choice, many students are experiencing the foundations of becoming an informed voter and participant in their school community. Teachers set classroom norms around how to participate respectfully in discussion, including providing sentence stems such as, "I agree with _____" and "I respectfully disagree, because _____." Students are provided direct instruction on online media safety, how to engage in respectful online conversations, and how to sift through the mountains of online information in order to find different points of view. Prior to the union action in October, teachers and administration did not shy away from discussing the strike, but instead embraced the opportunity to discuss how to take action in order to meet the needs of a group of people. Students explore their identity through a variety of means in the classroom, including but not limited to: artistic self-portraits, writing prompts, theatre games, dramatic play, social emotional goals (both as a classroom, and individually), and class discussion on topics of culture, race, family traditions, and perspective. Classroom libraries in all grade levels have a variety of texts present to represent the ?windows and mirrors? philosophy (students see themselves reflected in literature-mirrors, and students get a peek into others? lived experiences-windows). Morning meeting provides opportunities for all students to engage with texts and songs from a variety of cultures. In Humanities classrooms, students engage regularly with geography and culture, setting the foundation for respectful discussion as students grow older and gain greater understanding of their place in the world and how they interact with others. 1st/2nd grade students in two classrooms interact with Thai students through a collaborative art project. Staff has completed several PD to better support individuals with differences (such as Supporting Transgender, Non-binary and Gender Non-comforming Students, Chronic Conditions Training for all staff, etc.) These have in part helped staff to better serve the school body. In addition to these trainings, the ELPT has regularly provided training on how to support our EL students and their families. At the beginning of the year, staff engaged in a "River of Life" activity to reflect on personal identity and the events that have shaped us as people and educators. Each staff member has shared their leadership story. While no policy making bodies exist for students yet, they regularly contribute ideas for service projects, classroom rewards, and classroom content through inquiry-based learning strategies. -Teachers involved in the Rochelle Lee Teaching Aware study group have focused on designing inquiry-based projects; for example, Worldly Wednesday, where students have chosen their topics for exploration. Students in 1st grade have participated in several civics projects in the home and shared their findings with the class. The Sanford Harmony curriculum includes student sharing and response, and validates students' desire to have their voices heard on a variety of topics. This curriculum also encourages students to listen carefully and ask questions of their peers based on the topics at hand. While students and families spent the greater part of last year collecting bottle caps for the Buddy Bench to support students at Recess, the caps were ultimately not able to be used for that purpose, so the Kindergarten students helped turn the plastic caps into artwork. Students are not yet initiating school improvement issues yet, but are actively taking the initiative to address and help with the issues identified by staff (food waste, plastic waste, pajama drive). Second/third grade students in two classroom have learned about the role of government in providing services as a critical part of the economy (police, firefighters, educators), but are not yet engaging with civics leaders. Students have access to a variety of arts and community partner organizations that teach them about the opportunities available in that career (example: teaching artists during school and after school). Parents and family members share their time to

do read-alouds for classrooms, often sharing a book about their career or a cause they care about. Students participated in the Kids Heart Challenge, organized by the American Heart Association to raise money and awareness through social media about the importance of having a healthy heart. Connections are made to students' lives through the humanities curriculum by having them create maps of their homes, going to work in their homes to integrate economics and civics, and using families as a resource to understand jobs and the economy. Students experience a school-wide culture of civics through recognition of their positive contributions to the school environment, including as recess heroes, classroom leaders, and the "Warm Fuzzy" activity, participating in a pajama drive, and marching with educators during the strike and providing snacks and verbal support. Staff collaborate with the Arts Integration Specialist to find creative ways to infuse civics with arts learning (acting out economic situations, designing visual arts activities to support understanding of cultural aspects of civics education). Students regularly create and/or contribute to class goals, individual goals, and class rewards. They suggest read-alouds, spirit day possibilities, songs, areas of study, and questions to be explored.

- 4 - Physical and Emotional Safety
    - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
    - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
    - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
    - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
    - o **Evidence**: Sor Juana follows PBIS procedures to provide all students with the same expectations with every teacher in the building. The school has posters in classrooms, outside of bathrooms, and in the hallways that state expectations and examples of how to: Be Safe, Be Responsible, and Be Respectful. There is a Counselor Referral Log and Infraction Log in the Main Office for behavioral issues that need to be addressed. Teachers implement CALM classroom to demonstrate how students can learn to manage their emotions and deal with conflicts and issues that may arise at school. There are "Peace Circles" used my some teachers to handle conflicts between students so that they can discuss issues and emotions. All teachers manage classroom routines and procedures in order to maximize instruction and understand how to execute arrival and dismissal procedures during the day and during special performances. Behavior expectations are clearly articulated and replicated in all settings providing students with consistency. There is a SEL Team that consists of Ms. Ulloa, Ms. Aguinaga, and Ms. Cafarelli that meet weekly to discuss school climate, PBIS, and behavior interventions.
- 3 - Supportive and Equitable Approaches to Discipline
    - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
    - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
    - o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
    - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- o **Evidence**: Sor Juana overall scores a 3 for Restorative Approaches to Discipline. The organization prioritizes Restorative Practices and Systems in place to maximize student instruction and advocates for teaching the Whole Child. Our SEL, PPC and ILT teams meet regularly to organize systems that support a restorative environment. Our PBIS system and our Wednesday SEL/School Wide Sanford Harmony community based lessons are developed to reinforce and model shared agreements and clear, positively stated expectations. Well-managed community meetings and breakfast routines as well as intentionally planned back to back lunch/prep transitions maximize instructional time. Engaging families as partners through activities such as: heart challenge, field trips, guest readers, invitations to showcase programs and assemblies. Contact families frequently via class dojo, school newsletter, phone calls, and conferences to inform them of positive student behavior and progress. SEL class with counselor intentionally teaches competencies outlined in SEL Standards. Restorative conversations, restorative talking circles and restorative peace circles are utilized during discipline opportunities to teach these skills. During SEL classes there is explicit teaching of expected behavior and is positively reinforced consistently school-wide. Avoid power struggles with students by offering choices (Peace Process, Calm Classroom, Restorative Conversations, Restorative Talking Circles, and Restorative Peace Circles). Redirect students privately and respectfully. Improve: Still developing a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth. (Check-in and check-out) Still developing the use of data to determine which behaviors should be retaught or more heavily reinforced. (Student climate survey should be revisited and infraction log data is still in development) More support should be provided for all staff through professional development and restorative practices. Where staff will be prepared to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict. Implement processes that address and meet the needs of students who are impacted by behavior incidents. Conflict corner conversations and peace process provides opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff. Improve: Still developing professional development to support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline. (Lurie?s Children PD Trauma Informed) Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes. Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)

- o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 4 Partner equitably with parents speaking languages other than English
- o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**: Parents report feeling comfortable with contacting teachers and school staff members when they have questions or concerns. Most communication is done through Class Dojo and email. All teachers, including the Essentials teachers communicate their class expectations, assignments, and weekly happenings to parents via Class Dojo. Now with remote learning, most are using google classroom. Sor Juana has more than half of its parents signed up for Parent Portal and almost 100% signed up as CPS volunteers. There have been multiple opportunities this year for families to chaperone field trips and also volunteer for a school event. During this remote learning time parents and teachers are partners even more so. The weekly school newsletter keeps parents informed of school happenings and binds the community. Staff mostly uses Class Dojo messaging and email to report to families either daily but mostly on a weekly basis the progress of their students. The assistant principal and counselor also frequently communicate with families via phone about any relevant school day happenings or concerns. Sor Juana has a parent handbook. In it describes the MTSS team that includes forms used to track tiered students and includes progress reports for those students that are sent home on a regular basis. Parents have direct communication with the interventionists either via email or Class Dojo. In addition, due to remote learning circumstances, all students and family members are connected with all the school's teachers via google classroom. The Counselor and Assistant Principal make efforts to be in constant communication with families of students with special needs, special family circumstances, or multiple absences or tardies. For report card pick up we provide translators and staff uses Class Dojo for messaging parents which can translate messages in many languages. Sor Juana has multiple partnerships that promote our school values and mission. For the arts we have Hubbard Street, Dancing with Class, Urban Gateways, Lyric Opera, Elevarte, and Chicago Symphony Orchestra. To promote our wellness efforts we have worked with Cooking Matters, American Heart Association, AMPED, and CATCH.org. For SEL we are working with Rainbows and science partnerships include Museum of Science and Industry and Green Bronx Machine. Students are also able to participate in after school programs that focus on a number of areas including reading and math intervention, Spanish, dance, karate, and jewelry making.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**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	**3**
3	Quality and Character of School Life: Family & Community Engagement	**5**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**4**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**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	Overall Literacy Attainment
Root Cause 1	Insufficient systems for responsive MTSS (taking into account both programs within the school and the range of needs within both programs); Lack of balance of supports between the two programs (including grow your own for Classical)
Area of Critical Need 1	Overall Math Attainment
Root Cause 2	Insufficient systems for responsive MTSS (taking into account both programs within the school and the range of needs within both

	programs); Lack of balance of supports between the two programs (including grow your own for Classical)
Area of Critical Need 3	N/A?
Root Cause 3	N/A?

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2-8 (Math) as a new school with limited data, we can goal set for this year and the futures most accurately using this metric (Up to Grade 5 SY21-22)	Overall		80.00	85.00
Vision: NWEA Attainment G2-8 (Reading) as a new school with limited data, we can goal set for this year and the futures most accurately using this metric (Up to Grade 5 SY21-22)	Overall		75.00	80.00
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We would like to maintain well-established status.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we give teachers new resources and time to intentionally plan units of study that incorporate a problem, issue, or controversial topic into the content
Then we see...	students making connections between their school work and their communities
which leads to...	a school-wide culture of student engagement in noticing problems, researching solutions, and taking action for the good of the various communities in which they engage.
Budget Description	-co-planning time to determine either school-wide or department wide-themes, and/or planning time to search for strategic unit planning -civics and history professional development -STEAM training with a specific lens to promote career information, ethics, and community involvement; additional awareness training around STEM challenges at various levels -develop resources in the primary grades to build toward greater understanding in upper grades
Tags	Student Voice, Engagement, and Civic Life, SSCE: Student Leadership
Action steps	(Not started) All teachers embed engagement with civic and/or community leaders into unit plans. Tags:Student Voice, Engagement, and Civic Life (Not started) Develop a student voice committee to formally solicit student ideas and input; support implementation of credible ideas/projects. Tags:SSCE: Student Leadership (Not started) Use national elections as a continued opportunity to teach students about voting, the electoral process, voter education, and local and national elections. Tags:

Strategy 2

If we do...	establish a comprehensive system of multiple stakeholders to support students in receiving Tier 2 & 3 MTSS Academic supports in Reading/Math and SEL

Then we see...	teachers applying appropriate interventions/supports/differentiation for student needs
which leads to...	meeting the instructional and social-emotional needs of ALL students so that they make adequate progress and are successful academically and social/emotionally.
Budget Description	SWOP Parents TA for Intervention STEAM/Tech Specialists for MTSS Weekly Data Meetings Do the Math LLI
Tags	MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Shared Leadership
Action steps	(Not started) Establish a well-rounded MTSS team with a consistent planned meeting time. Tags:MTSS: Shared Leadership (Not started) Develop a schedule that allows for on-going and consistent conversations with classroom teachers around MTSS during vertical/grade level meetings. Tags:MTSS: Fidelity of Implementation (Not started) Collectively analyze multiple forms of data to determine students who need additional instruction, intervention, and/or support. Tags:MTSS: Progress Monitoring

Strategy 3

If we do...	Plan culturally relevant, high-quality content standards, English language standards, native language development standards, and SEL standards aligned to Tier 1 instruction.
Then we see...	teachers creating standards-based opportunities
which leads to...	students fostering ownership.
Budget Description	
Tags	Instruction, Equity: Resource Equity
Action steps	(Not started) Attend STEAM standards-based professional learning Tags:Science: Curriculum (Not started) Establish wide practices of Next Generation Science Standards.

	Tags:Science: Curriculum
	• (Not started) Integrate STEAM practices of inquiry, dialogue, problem solving and critical thinking Tags:Science: Rigorous Tasks • (Not started) On-going training in the education approach of STEAM teaching/learning and Classical Education. Tags:Science: Equitable Access

Strategy 4

If we do...	establish a parent-school partnership to make informed decisions based on school-wide data for students and the school
Then we see...	teachers implementing SEL with fidelity and consistent communication with parents about Tier 2 and Tier 3 supports provided to their children
which leads to...	strengthening the SEL supports across our school community, an increase in parental involvement, and ultimately moving students from receiving less SEL support.
Budget Description	
Tags	Family & Community Engagement
Action steps	• (Not started) Develop intervention and support systems for Tier 3 students. Tags: • (Not started) Revisit current PBIS school-wide system to improve implementation Tags: • (Not started) Establish and continually evaluate community partnerships to support school-wide SEL programming and intervention Tags: • (Not started) Develop a process for parent input/feedback of planning, implementation, and monitoring on SEL interventions Tags: • (Not started) Establish a PTA

	Tags:
	• (Not started) Establish a BAC
	Tags:

Action Plan

Strategy 1

All teachers embed engagement with civic and/or community leaders into unit plans.

Nov 09, 2020 to Jun 22, 2021 - All teachers; administration

Develop a student voice committee to formally solicit student ideas and input; support implementation of credible ideas/projects.

Oct 05, 2020 to Jun 22, 2021 - Staff mentor; administration

Use national elections as a continued opportunity to teach students about voting, the electoral process, voter education, and local and national elections.

Aug 17, 2020 to Nov 13, 2020 - humanities teachers, music teacher, administration,

Strategy 2

Establish a well-rounded MTSS team with a consistent planned meeting time.

Oct 05, 2020 to Jun 01, 2021 - ELPT/Lit Lead/Math Lead/AP/P

Develop a schedule that allows for on-going and consistent conversations with classroom teachers around MTSS during vertical/grade level meetings.

-

Collectively analyze multiple forms of data to determine students who need additional instruction, intervention, and/or support.

-

Strategy 3

Attend STEAM standards-based professional learning

Aug 24, 2020 to Jun 18, 2021 - STEAM Teachers

Establish wide practices of Next Generation Science Standards.

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Integrate STEAM practices of inquiry, dialogue, problem solving and critical thinking

\-

On-going training in the education approach of STEAM teaching/learning and Classical Education.

\-

Strategy 4

Develop intervention and support systems for Tier 3 students.

\-

Revisit current PBIS school-wide system to improve implementation

\-

Establish and continually evaluate community partnerships to support school-wide SEL programming and intervention

\-

Develop a process for parent input/feedback of planning, implementation, and monitoring on SEL interventions

\-

Establish a PTA

\-

Establish a BAC

\-

Fund Compliance

ESSA Program

[ ]
ESSA Schoolwide Program

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

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

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

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.
(Blank)
Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.
(Blank)
Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
(Blank)
Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.
(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents are involved through several avenues including a Parent Mentor program that includes weekly meetings as well as weekly newsletters that solicit parent input and feedback.

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

We do not yet have a PAC as we are a newly created school.

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.

Although we do not yet have a PAC, parents are able to give feedback via online google forms, emails, and calls to the school. Administration responds to these suggestions ASAP directly with parents and by giving updates in weekly correspondce.

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.

This will be the first year that students participate in state assessments. These results will be distributed along with other assessment results (i.e NWEA) in a timely manner including during RCPU and through individual student red folders.

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.

At the present moment there are no teachers who are not "highly qualified", but if this does occur, parents will receive a letter sent home (in both English and Spanish) that explains this.

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.

Trainings are provided for how to use IXL, how to understand NWEA results, as well as trainings on our SEL programs, components of our literacy blocks, etc. Monthly coffee and conversations have also been used to support parents. Resources are also shared in the weekly newsletter communication and EngageNY parent videos are also shared for each unit. All of these support the parents' understanding of the standards and assessmentts.

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.

Trainings are provided for how to use IXL, how to understand NWEA results, as well as trainings on our SEL programs, components of our literacy blocks, etc. Monthly coffee and conversations have also been used to support parents. Resources are also shared in the weekly newsletter communication and EngageNY parent videos are also shared for each unit.

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.

Weekly Vertical GLMs include conversations and trainings around engaging parents. All staff are trained on communicating using Class Dojo and funding is set aside for staff to plan parent engagement nights.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Our Universal PreK program is integrated into the school fully and they receive the same weekly newsletters as the rest of the school. They also participate in the parent mentor program.

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.

Newsletters are sent out weekly. Home communications are sent in English and Spanish.

Policy Implementation Activities

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

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

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

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

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

The school does not currently have an LSC, therefore, the Chief monitors this.

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.)

he Sor Juana Community ignites life-long passionate learners on a journey to uncover and leverage their strengths in order to maximize their impact within the global community.

?We?re on a learning journey to help the world?.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Formal PTC are held 2 times during the year Nov 18 and Apr 21.

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

5 week progress reports/report cards are sent out. Students who receive interventions will also receive status updates.

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

Currently, staff have parent office hours. They can also request appointments via class Dojo. Teachers send weekly communications to parents in the Red Homework Folder.

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.

We participate in the Parent Mentor Program, allow parents to volunteer for Morning Mile, lunch/recess support, as well as field trips. In addition, all parents are invited in to the classroom to do a read aloud for their student's birthday.

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

Parents sign up for the parent portal to monitor grades and assignments. They monitor attendance and ensure absence notes are submitted. They return the red homework folder and correspond using this method as well as online via class dojo.

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

Parents engage in PTC twice a year as well as other meetings as necessary.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students aim for 97% attendance and follow our PBIS standards of Safe, Responsible, and Respectful.

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.

We do not currently receive any funding for Title 1 Parent and Family Engagement Funds

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

Account(s)

Description

Allocation

Account	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00

54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00