

# Walter Q Gresham Elementary School 2020-2022 plan summary

## Team

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Ryan Baartmans	Specials Lead Teacher		No Access
Danielle Bonner	Counselor		No Access
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Henry Wilborn	SECA		No Access
Jasmine Madden	Attendance Coordinator		No Access
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Pamella Vaughn	LSC Member		No Access

## Team Meetings

Date	Participants	Topic
01/31/2020	Oliver, Fisher, Goss, Anderson, Bonner, Madden, Wilborn, Smith, Clay	CIWP Team and SEF Rating
02/03/2020	Oliver, Fisher, Goss, Anderson, Bonner, Madden, Wilborn, Smith, Clay	SEF Priorities

# 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
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** School has a shared vision of success that was developed with multiple stakeholders including staff, students and parents. Gresham School of Excellence is a collaborative community where students achieve excellence in a positive environment. We develop productive student leaders by empowering the whole child emotionally, socially and academically. The vision is posted in all classrooms and is articulated through the Scholar's Creed that students and staff recite daily. Scholar expectations are posted in the hallway on every floor and teacher use various strategies in the classroom to hold students accountable for these expectations. Gresham was rated as Well Organized on the 5 Essentials Survey.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 3 Align the budget to the CIWP priorities and the mission of the school
- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Embed hands-on skill-building and practice with analysis (data and student work) and planning during collaborative planning time and data meetings Minimize "lecture style" professional development and ensure that at least 2/3 of each PD session involves hands on practice for teachers Common planning time is built into the master schedule and teachers meet weekly in cluster teams for professional development. Coaching sessions center around the learning that occurred via PD and cluster teams and the teacher's implementation of practices in daily instruction. Teacher leaders participated in a series of professional development sessions focused on the effective implementation of the Engage curriculum. Teacher leaders participated in a series of professional development sessions focused on a deep study of ELA and Math standards. Ensure that professional development and collaborative meetings moves past the theoretical by pulling in student work, biweekly data, formative assessment data, and other artifacts from the classroom Use resources and network PD decks to strengthen the planning and facilitation of professional development. Gresham is working on ensuring that professional development clearly relates back to instructional priorities aligned to engageAUSL curriculum and make connections explicit for teachers, especially when pairing the use of a curriculum alongside the priorities Quarterly cluster plans affect our priorities (whole group, small group); cluster meetings, small group PLCs, monthly roundtable; We recently started lesson plan building practices during cluster meeting. Feedback has to be actionable. Principal and others will follow up on feedback to check for understanding. Peer support can also be given as well.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity

- **Evidence:** Teachers implement Engage NY Curriculum to cover grade level standards in ELA and Math. Teachers supplement curriculum with V-Math and/or Cross-Walk for differentiation amongst groups of students. ELA teacher supplement curriculum with Dr Carry Institute Standards~ Think Core Curriculum Teachers use pacing guides to create unit plans along with daily annotated lesson plans that provide adequate time for student mastery of learning standards. Teachers use a curriculum alignment map to identify “priority standards” of their grade level and content, and plan around those standards to provide a deeper understanding of content. Teachers differentiate Engage curriculum for all students in whole group instruction, and fill in academic gaps during small group instruction. Teachers implement strategies from “Teach Like a Champion” to engage and maintain students’ motivation for learning. Middle School teachers use a social emotional curriculum to engage students in acknowledging and coping with emotions and feelings. Teachers analyze student work using the student work analysis protocol to correct misconceptions of learning standards. Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Gresham’s expectations for depth and breadth of quality teaching is demonstrated through the use of its curricular resources, Expeditionary Learning, Core Knowledge Language Arts, and Eureka Math. These AUSL Network wide CCSS based resources have been paced out to guide whole group classroom instruction. With the support of an instructional coach, all teachers are supported with teaching their given curriculum(s) with fidelity as well as achieving the school wide’s current quarterly priority, ie. quality tasks, questioning, writing, student led/based discussions, complex text analysis. While annotating and designing lessons from the curriculums for anticipated student misunderstandings, students’ interests are considered, and tiered questions are developed in order to achieve the lesson objective(s). Teachers also plan for the cognitive level of students in their class. This is often done by providing books on tape, sentence starters, relevant application word problems, etc. Teachers consistently and fluently use resources from the EngageAUSL website (curriculum maps, pacing guides), the CCSS app, MyANet, Dr. Carry’s CCSS maps, and Achieve the Core. This type of planning ensures that teachers are able to modify the curriculum for the needs of their specific students. All of these choices are based off data from the curriculum’s provided exit tickets, students’ NWEA data, and IEPs goals. When

delivering lessons, teachers post lesson objectives, but also make sure that students are aware of what it is and what's going to occur throughout the course of the lesson. While teaching teachers promote active discussions amongst students by adding on to each other's thoughts, opinions, and/or ideas via nonverbals and conversation, the citing of text evidence, the development of claims, and active engagement/listening strategies. This is done by layering questions at all cognitive levels. Students are also able to ask their own questions and pondering to each other. Both math and literacy word walls support vocabulary presented within the curriculums, keeping it relevant even after it's presented. Teachers also monitor vocabulary usage from students in both reading and writing format, this looks like having them correct the manner in which they answer questions.

- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** We use a range of assessments to monitor student progress and learning to ensure that students are college and career ready. We utilize ANET as a quarterly formative assessment of student attainment towards CCSS. This data supports students and teachers in preparation for the PARCC exam, a summative assessment of CCSS. Finally, NWEA is employed to measure growth bi-annually. These assessments are used to group students for small group intervention and whole group differentiation. Weekly and quarterly progress monitoring is being implemented. We have several progress monitoring tools including: NWEA Skills Locator, daily do nows and exit tickets, TRC (Reading levels based on a running record), and Dibels (phonics assessment). Weekly performance is also monitored through our online reports from the following sources: Compass Learning, Lexia, Achieve3000, TenMarks, and IXL. Every week, teachers collaborate in clusters to discuss instructional strategies based on recent assessment data and student misconceptions. Quarterly, a data party is conducted to see how the students did on the various measures that are used for student assessments. Teachers engage in long-term planning by creating unit plans that allow for flexibility in instruction based on formative assessments throughout the unit. Unit plans also include a plan for summative assessments. Teachers also create small-group

instructional roadmaps every month to guide the objectives for daily small-group instruction. These roadmaps are also flexible, and change based on daily assessments in small groups.

- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 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)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 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)
  - 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)
  - 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)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 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)
  - 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)
  - 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 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)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Gresham has implemented and maintained a system of academic and social emotional supports for all students. Academically, whole-group grade-level instruction is provided to all students daily for both math and ELA with the EngageNY curriculum. Tier 2 small-group instruction is also provided daily in both math and ELA to meet students at their academic level. All students receive small group instruction with the teacher. Other resources used in the classroom to provide academic support to students include Vmath, Lexia, IXL, Compass Learning, and Study Island. Tier 3 pull-out small-group instruction is also provided daily for the most at-risk students using LLI and Vmath. All classes also visit the computer lab every week and are engaged in Compass Learning reading and math. Our diverse learner students are receiving services from the Diverse Learning Team on a regular basis. Students are receiving their assigned minutes in their assigned subject matter. They are also receiving accommodations and modifications according to their IEP. The Diverse Learner Team collaborates with the counselor on a weekly basis to assess the needs of each Diverse Learner. Our MTSS team meets bi-weekly to monitor data (including On Track data) and discuss the progress of academic and behavioral interventions, as well as in-progress or upcoming referrals. Social emotional interventions are handled in several ways. SGA comes in three times a week and aids with students whether it is a one on one session or a group session. Gresham also has trained staff that run ?Peace Circles? whenever there may be a slight conflict that is resolved quickly. The ESP staff, under the leadership of the Director of Student Development, has relationships with every student that they have been assigned to. They aid in de-escalation and are effective at calming a student and getting to the crux of a situation. They are very proactive with the handling of the students that they have built a bond with. Gresham also has a counseling staff that deals with the emotional well being of the students as well. They counsel and aid students in their issues and crises. The teachers have built a rapport with their students as well. The teachers are usually the first line of contact when a student?s social emotional state may be in jeopardy. Gresham has implemented a system of support for students that may have absenteeism and are at risk of failing. For attendance, Gresham has an attendance team lead by the attendance

monitor. There are several effective incentives that drive the school as a whole on attendance. For example, school-wide spirit weeks, field trips, and out of uniform days. Additionally, the attendance team has been assigned targeted grades to monitor attendance for and have been effective by using different techniques to encourage students in different grade levels to come to school everyday. A bulletin board that is in full view of the whole school has data to show the students their attendance status. There is another one in the lunchroom that shows individual students about their status.

- 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
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Students reading in the hallways during transition periods, asking questions about previous lessons. Teachers offer constant encouragement to students during group and independent lessons. Expectations are posted and reminders are made frequently. School wide expectations are posted in hallways and students are tasked with reciting expectations during morning messages. Learning objectives are posted in classrooms and made evident when student work is posted. High level student work is posted and students are recognized monthly for exemplary behaviors and academic achievement. Teachers offer constant positive feedback to encourage student behavior and academic success. Students are given constructive feedback on how to improve learning and classwork. Students are informed of the reasons they are receiving positive feedback and students value the recognition and praise they receive from not only teachers but other staff in the building. They are offered opportunities to tell classroom guests what they are learning. Students practice math flash cards in during hallway transitions. Small group instruction has continued and developed to become more aligned with the MTSS interventions. Students receive pull- out intervention services.

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Teachers and support staff are invested in all of our students. Staff has taken personal interests in students by using their prep times and time after school to give students the opportunity to have private conversations if needed. Also, certain staff members have formed mentoring programs to expose our students to other avenues outside of the classroom as well as support them socially and emotionally. Before entering the classroom, most teachers greet their students



with hugs or high fives to encourage positive attitudes and an exciting learning environment. Staff also address students as "Mr." or "Ms." as a way to show respect to the student. Peer mentoring programs have been formed to curb the negative behaviors of our students. Middle school students have partnered with primary students duplicating a "big brother" program. The students meet three times a week. Their topic of conversations range from academics to sports. The middle school students model the expectations of the building to the primary students. Students received holiday gift donations and warm weather essentials, as needed from various community organizations. Students have an opportunity to discuss issues of importance to them during weekly student council- led Town Hall meetings.

- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** Students are offered a wide range of academic and extracurricular activities to promote continual growth and social development, there are both male and female mentoring programs, homework help, math tutoring, college and career readiness. Students participated in the Young Women of Worth, Men of Purpose, Drama, Art Club, Dance/Cheer, and K-2 Academic Enrichment. Students are provided with after-school enrichment classes, as well as, a variety of sports activities, like softball, art, drama, and track. Students participate in rigorous coursework and are frequently assessed to determine mastery of skills. Students are allowed choice when determine project based curriculum/ activities and are able to express their desires with regards to rules, policy, procedures, and other issues of concerns. Staff are available and often listen to student concerns regarding academics and social awareness. Students are provided leadership responsibilities and are actively involved in the culture and climate development. Students promote social activities and school- wide incentives. Students participate in food drives, collecting donations for the Leukemia Foundations, and community clean up.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** There are clear procedures for reporting and responding to safety concerns and all staff and students are made aware. Teachers have well managed routines for student transitions in and out of the classroom. General school-wide transitions are orderly and safe. There are designated entry and exits points for all grade levels. All available staff participate in entry and dismissal procedures to ensure safe arrivals and departures. Behavioral expectations are

clearly posted throughout the school building and in classrooms. They are frequently reviewed and modeled throughout the day by all staff members and students. There is a school-wide focus on behavioral expectations and what "scholarly" behavior looks like at the school. A description of the behaviors are recited every morning as part of the school's student pledge. Teachers use the 3:1 rule for positive behavior reinforcement. They acknowledge students who are actively displaying the behavioral expectations and gently remind those who are struggling to follow the expectations by cultivating and prompting students to model the expectations for each other. Students will often remind their peers of the appropriate/ expected behaviors. The students lead and model the Boys Town Skill of the week, daily. Students are aware and comfortable with expressing issues and concerns to various staff members.

- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Gresham has a Behavioral Help Team that meets weekly to discuss behavioral needs, students, and interventions in place, as well as, the effectiveness of the provided interventions. Implementation of check in/check out system. Behavioral expectations are posted throughout the school building and all student/ staff are aware of the school's behavioral expectations. There are school-wide routines and procedures that promote learning and high behavioral expectations. There are a variety of school and classroom incentives and acknowledgements for positive behaviors and multiple opportunities to earn those acknowledgements. The Behavior Help Team members offer support and skill building to teach behavioral growth. Students are redirected privately and respectfully, they are given an opportunity to express themselves and to be heard. Restorative practices are taught, disruptions are minimized by following the school-wide behavioral matrix, Peace Circles, Restorative Chats, and Mediation practices are used to minimize disciplinary infractions. This allows students the opportunity to take responsibility for their actions and the outcome of those actions. Detentions and ISPD are assigned only for severe circumstances or repeated instances. Specials teachers have their own reflection sheet which offers students time for reflection and behavior change.
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)

- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** We have an open door policy that allows parents the opportunity to visit the classroom and experience first hand the teaching strategies and management in a classroom setting. Staff communicate with parents through phone, email, home visits and notes daily on students progress. We promote the parent portal by assisting parents in signing up in the lab or parent room. Parents are invited out monthly to parent and community meetings such as LSC, PAC, CAPS, Coffee with Principal. We also have various parent activity functions such as Family Literacy Night, Family game night, 8th grade parent meetings, Family movie night, High school Fair, Computer training/ Parent portal sign up and CPR training. Parents are encouraged to complete the volunteer interest form online to become more involved in the school. Parents are informed through newsletters, notes, and phone calls of services and events at school. Through community partnerships we provide parents and students with health and wellness support which includes transportation and appointments. An attendance team meets weekly to address the needs of the students and parents and aid in students coming to school. We have a suggestion box in the main office for comments and concerns.

## 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	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	5
3	Quality and Character of School Life: Physical and Emotional Safety	0

Score	Framework dimension and category	Area of focus
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	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.

## 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
SQRP: National School Growth Percentile - Reading (Grades 3-8)  By the end of 2020 2021, student growth will increase to 65 %. NWEA growth in reading exhibits a huge decrease from Spring of 2018 (71%) to Spring 2019 (27%). By the end of 2020 school year we anticipate the student growth percentile increase to a minimal of 50%. A continued upward trend is projected as a result of a deeper understanding of teaching the CCSS aligned Engage New York Curriculum, effective planning/preparation/implementation of differentiated professional development on Engage, topics in reading and best practices in reading to ensure teachers are facilitating learning that allows students to access grade level text, as well as support students deficiencies by	Overall		50.00	70.00
	Students with IEPs		50.00	70.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
targeting instruction to assist students in closing the achievement gap.				
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>By the end of 2020 2021, student growth will increase to 65%. NWEA growth in math exhibits a decrease from Spring 2018 (93%) to Spring 2019 (16 percent). By the end of the 2020 school year we anticipate student growth to increase to a minimal of 50 percent. A continued upward trend is projected as a result of a deeper understanding of teaching the CCSS aligned Engage New York Curriculum, effective planning/preparation/implementation of differentiated professional development on Engage, topics in reading and best practices in math to ensure teachers are facilitating learning that allows students to access grade level problems ad exercises, as well as support students deficiencies by targeting instruction utilizing V-Math and IXL to assist students in closing the achievement gap</p>	Overall		50.00	70.00
	Students with IEPs		50.00	70.00
<p>SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)</p> <p>By the end of the 2020 2021 school year, the percentage of students meeting/exceeding national growth average will increase to a minimal of 60 percent. With a focus on professional development, peer coaching/mentoring, effective instructional practices, and continued growth on small group instruction, our students are projected to meet/exceed national average growth norms.</p>	Overall		50.00	65.00
	Students with IEPs		50.00	65.00
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>By the end of 2020 2021 school year, student attainment in grades 3-8 will increase to a minimum of 50 percent. By the end of 2021 2022 attainment will increase to 55 percent. The reading Map data shows a decrease in attainment from Spring 2018(48 percent) to Spring 2019 (39 Percent), the scores fall below national average. The recent restructuring of faculty and staff, acclimation and ongoing training of CCSS aligned to Engage NY curriculum, student access to grade level text, school wide and differentiated professional development</p>	Overall		45.00	55.00
	Students with IEPs		45.00	55.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
(around whole and small group instruction) for teachers, daily implementation of small groups should be proven indicators of increased student attainment.				
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>By the end of 2020 2021 school year, student attainment in grades 3-8 will increase to a minimum of 50 percent. By the end of 2021 2022, attainment will increase to 55 percent. The math Map data shows a decrease in attainment from Spring 2018 (52 percent) to Spring 2019 (37 percent), the scores fall below national average. The recent restructuring of faculty and staff, acclimation and ongoing training of CCSS aligned to Engage NY curriculum, student access to grade level , school wide and differentiated professional development (around whole and small group instruction) for teachers, daily implementation of small groups (Utilizing V-Math, Khan Academy and IXL) should be proven indicators of increased student attainment.</p>	Overall		42.00	50.00
	Students with IEPs		42.00	50.00

**Required metrics (Elementary) (133% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> By the end of 2019/2020, Gresham overall rating will be well organized. By the end of 2020/2021 school year, Gresham will maintain a well organized.			96.70	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...	Create professional development cycles around using a range of effective strategies, we will engage students in multi-tiered differentiated instruction.
Then we see...	See an increase of teachers planning standards based instruction effectively to meet the individual needs of all students.
which leads to...	an increase in student engagement, academic growth in attainment on NWEA in ELA and Mathematics.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Teachers will conduct weekly lesson studies which will include a standards study, student work protocols, and analysis of data. Tags:Expectations for depth and breadth of quality teaching</li> <li>• (Not started) Teachers will annotate weekly lesson plans to create multi-tiered questioning and discussion techniques that would provide opportunities for all tiers of students to have equitable access to grade level and differentiated instruction. Tags:Expectations for depth and breadth of quality teaching</li> <li>• (Not started) Teachers will conduct peer observations of whole and small group instruction. ELA: During peer observations, teachers will evaluate standards-aligned, sequenced text dependent questions (and responses) that best translates into text based writing. Math: During peer observations, teachers will observe peers knowledge of components of rigor to engage students in problem solving, mathematical discussion, and written explanations. Tags:Expectations for depth and breadth of quality teaching</li> <li>• (Not started) Small Group Professional Learning Communities Tags:Expectations for depth and breadth of quality teaching</li> <li>• (Not started) peer mentoring/coaching Tags:Expectations for depth and breadth of quality teaching</li> </ul>

## Strategy 2

If we do...	Establish a balanced assessment system that supports the on-track metrics
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Then we see...	Teachers analyzing assessment artifacts quarterly to ensure that differentiated and varied assessments meet the needs of DL learners and general educational learners.
which leads to...	an accurate reflection and documentation of student abilities and academic progress while monitoring student growth toward college and career readiness and development of the whole child.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Develop a one pager to share with parents that articulates the grading system. Tags:Balanced grading and assessment</li> <li>• (Not started) Create and share quarterly assessment reports that articulate student assessment progress in literacy and mathematics. Tags:Balanced grading and assessment</li> <li>• (Not started) Create a grade-book standard operating procedure (Per cluster)that clearly states the process and purpose of grade entry Tags:Balanced grading and assessment</li> <li>• (Not started) Build common assessments within a department, course, or grade level team. Tags:Balanced grading and assessment</li> </ul>

**Strategy 3**

If we do...	Provide frequent, high quality engaging events for students (Homecoming, Valentines Day, Holiday Events, Quarterly Assembly)
Then we see...	"-Increase in attendance -School pride -Better relationships among students as well as among staff"
which leads to...	"-Improved on-track data (grades and attendance) -Decrease in student infractions"
Budget Description	
Tags	
Action steps	



## Strategy 4

If we do...	Gresham SOE will implement daily tiered intervention for all students.
Then we see...	Differentiated, rigorous intervention within each child's zone of proximal development. All teachers will plan multi-tiered instruction to ensure equity.
which leads to...	Increased rates of attainment, NWEA, growth, and equity.
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> <li>(Not started) Gresham SOE will implement regular progress monitoring with research based curriculum support.</li> </ul> <p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>(Not started) Monitor targeted student support with SEL support of varying degrees of intensity for all students.</li> </ul> <p>Tags:MTSS</p>

## Strategy 5

If we do...	Afford students an opportunity to express interest or concerns around instruction or climate and culture of building via townhall/survey .
Then we see...	Peer to peer accountability and buy-in
which leads to...	"-Increased engagement in classroom -Safer classroom and school environment -Higher 5 essentials rating (student survey)"
Budget Description	
Tags	
Action steps	<ul style="list-style-type: none"> <li>(Not started) Implementing restorative justice practices (peace circles) in classrooms by training students and teachers in the process.</li> </ul> <p>Tags:Student voice, engagement, &amp; civic life</p> <ul style="list-style-type: none"> <li>(Not started) Quarterly goal setting to prepare students for college and career readiness.</li> </ul> <p>Tags:Student voice, engagement, &amp; civic life</p>

# Action Plan

## Strategy 1

Teachers will conduct weekly lesson studies which will include a standards study, student work protocols, and analysis of data.

Sep 14, 2020 to Jun 18, 2021 - Instructional Leadership Team

Teachers will annotate weekly lesson plans to create multi-tiered questioning and discussion techniques that would provide opportunities for all tiers of students to have equitable access to grade level and differentiated instruction.

Sep 07, 2020 to Jun 11, 2021 - Instructional Coach

Teachers will conduct peer observations of whole and small group instruction. ELA: During peer observations, teachers will evaluate standards-aligned, sequenced text dependent questions (and responses) that best translates into text based writing. Math: During peer observations, teachers will observe peers knowledge of components of rigor to engage students in problem solving, mathematical discussion, and written explanations.

Oct 19, 2020 to Jun 04, 2021 - Instructional Leadership Team

Small Group Professional Learning Communities

Sep 21, 2020 to May 21, 2021 - PLC(Professional Learning Committee Leads)

peer mentoring/coaching

Aug 24, 2020 to Jun 04, 2021 - Lead Teachers

## Strategy 2

Develop a one pager to share with parents that articulates the grading system.

Sep 08, 2020 to Jun 11, 2021 - Cluster Leads

Create and share quarterly assessment reports that articulate student assessment progress in literacy and mathematics.

Sep 08, 2020 to Jun 11, 2021 - Cluster Leads

Create a grade-book standard operating procedure (Per cluster)that clearly states the process and purpose of grade entry

Sep 08, 2020 to Jun 11, 2021 - Cluster Leads

Build common assessments within a department, course, or grade level team.

Sep 08, 2020 to Jun 11, 2021 - Cluster Leads

### **Strategy 3**

### **Strategy 4**

Gresham SOE will implement regular progress monitoring with research based curriculum support.

- Assistant Principal and Cluster Leads

Monitor targeted student support with SEL support of varying degrees of intensity for all students.

- Assistant Principal and Cluster Leads

### **Strategy 5**

Implementing restorative justice practices (peace circles) in classrooms by training students and teachers in the process.

Sep 23, 2019 to Jun 19, 2020 - Dean and counselor

Quarterly goal setting to prepare students for college and career readiness.

Jun 18, 2021 to Jun 18, 2021 - Dean and Counselor

## **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.

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.**

A comprehensive needs assessment for Gresham has been completed. Based on our needs assessments, Gresham's funds have been allocated for the following areas: Highly qualified teachers and staff members, professional development to support teachers in their growth and development, curricular resources aligned to common core standards to support students at and above grade level as well as tier two and three MTSS supports for all students.

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

School wide MTSS supports and interventions are put in place to meet the individual needs of all students. This includes multi-tiered resources to meet individual students needs. In addition, we have hired part time interventionists to help support students and fill instructional gaps. School wide intervention scheduling is in place to make sure all teachers' instructional blocks expose students to grade level content that is aligned to the common core standards as well as small group intervention blocks to support students individual academic needs.

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

School wide master scheduling includes 2 hours of uninterrupted instructional blocks to expose students to whole group instruction at grade level and across differentiated grade levels based on students individual instructional needs. 60 minutes is dedicated to whole group common core aligned curriculum, and 60 minutes is dedicated to small group instruction to meet students individual academic needs. Personalized online learning platforms have been ordered to support students individual instructional needs in both ELA and Math. Interventionists also support during small group instruction to further support student needs.

**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).**

There are multiple systems and structures in place to support all students at Gresham. MTSS systems and structures in place academically are as follows: Interventionist pull out to support tier 2 and tier 3 students instructional individualized needs in math and reading. Individualized technology based platforms that meet students where they currently are and created individualized learning pathways for all students to follow.

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

Gresham's 5 essentials data shows that we are a Well Organized School with a collaborative community and high parent involvement/engagement. This data is important to highly qualified candidates because all stakeholders are connected and involved within the culture at Gresham. Gresham's Mission & Vision speaks to educating the whole child and success in the larger world outside of the school environment, this connects with high-quality/highly-qualified teachers. New teachers are supported by receiving mentors and coaches. These individuals aide them with improving their craft and development. A plethora of professional development opportunities are also offered at the school and network levels.

**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.**

Staff extended professional development has been allocated for to support teachers and all stakeholders in differentiated learning to support the needs of all students. Professional development includes supporting teachers with standards based lesson planning aligned to common core standards to support teachers with implementing best instructional practices, MTSS support systems to meet academic and social emotional needs of all students, and parent workshops to provide parents and families with appropriate tools to use at home to support their children's academic needs at home.

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

Parents and their ideas/activities are included in before/after school programming for Gresham scholars and their families. In addition to family literacy nights, Gresham families have also participated in learning on the Google platforms, resume writing, and typing courses. These programs were generated based on family surveys and feedback.

**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.**

Preschool families are invited to visit the elementary school and observe Gresham's environment before their transition to pre-kindergarten. Families are also able to meet with the Pre-K teachers and school administrators.

**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.**

Gresham's ILT (Instructional Leadership Team) is composed of teacher leaders and they are often included in school-wide decision making concerning teaching, learning, curriculum, professional development, etc. These teacher leaders also support with facilitating professional development at grade level cluster meetings and content team meetings. During these meetings teachers often utilize student work protocols to analyze mid and end of module assessment data to determine objective(s) mastery and upcoming instructional moves.

**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.**

Personalized learning pathways with pre and post assessments are in place to meet the individual needs of all students. Time is allocated in the daily instructional schedule and minutes (60 minutes) for differentiated instruction. Bi-weekly assessment data is used to determine differentiated instructional support for all students via (small group instruction, before and after school tutoring, Saturday Academy, and intervention pullout services).

**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.**

Coordination of all federal, state and local services, programs are in place to support the needs for all students. School wide scheduling is built out around our diverse learner population needs, minutes and IEP requirements. There are multiple before and after school programs (through a community schools initiative grant) to support the academic, social and emotional needs of all students. Our students receive a breakfast, lunch, and after school hot meal daily. In addition, we have allocated funds for our STLS program to support all students and families in need. Funds have been allocated for professional development for all stakeholders within the school, network, and district wide trainings.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Parents, family and community members were invited out to meetings monthly to work on Parent policy and compact to fit the needs of our school. Also now parents will be offered the opportunity to have virtual meeting and group call sessions monthly or as needed.

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

Our annual informational meeting was held on 2/20/2020 to inform parents of the Title I program. We also held our Title I PAC organizational meeting on 2/20/2020. We sent out flyers of the event along with

Remind messages to inform them of the meetings. We also posted agendas with a date and time in the hallway outside of the main office by the front door.

**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.**

Along with School Parent Advisory Council meetings, Gresham will also have Coffee Chat hosted by principal for parents to discuss issues at hand and resolve them. Our principal has an open door policy and will address the most important needs as they arise.

**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 provided to all parents and guardians at Report Card pickup. If parents are unavailable to attend Report Card pickup performance letters will be sent home by student.

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

A phone call to the parent as well as a letter will be sent home to notify the parent immediately of the assignment of a teacher who is not highly qualified according to the Title I final Regulations.

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

We will host several workshops throughout the year to assist the parents in understanding the state's academic content standards and their child's progress on the test. During Report Card pickup staff will be readily available to explain it as well.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

We will host several nights of trainings with resources and materials in Math & Literacy, Technology classes, Stem program, Parent GED class and other subjects to assist parents and family members in improving their child's academic achievement. They will gain a clear understanding of what children are learning in class throughout the school year and gain help in areas of interest. Hosting the educational nights will increase our parent involvement in the school.

**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.**

Teachers and staff will be informed about ways to communicate and work with parents and family through PD's and staff meetings. \*\*We will send out monthly newsletters to inform parents of programs and activities in the school. We are working with SGA an outside community based program to build ties with the parents and family members.

**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.**

Preschool teachers , school community rep and our school community based program SGA will implement Preschool family nights and family programs throughout the year to encourage and support parents and families in their child education. Ex. Monthly activities in the classroom with teacher and student.

**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.**

Materials will be sent home at the beginning of each month outlining activities for that month for parents and children. It will inform and remind them of all activities in the school. Parents will also receive a Remind message also closer to the event happening.

### Policy Implementation Activities

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

**In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.**

**The school will coordinate the parent and family engagement programs identified in the CIWP.**

**The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.**

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

n/a

### School-Parent Compact (Complete)

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

We will provide a college bound culture that fosters student achievement through high expectations, rigorous instruction, collaborative partnerships with families, and social emotional support.



**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.**

Virtual Parent-teacher conferences will be held on CPS scheduled report card pick-up days from 12-6pm. Also Gresham staff is open to parent-teacher conferences being scheduled during school days with approval of administration.

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

Every five weeks of school parents will receive through mail a Progress Report or Report Card providing them with the progress of their child. They also will have access to Aspen daily to follow the progress of their child with school work and attendance.

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

Gresham has an open door policy. Staff are always readily available virtual to parents during certain hours of the day during the week. They are always available to communicate with parents through email and phone.

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

Parents are encouraged to complete the CPS volunteer questionnaire online. Once parents are approved by CPS to volunteer they are welcome at Gresham once school reopen. Parents are welcome to observe classroom activities any day of week virtually as long as it doesn't interfere with any learning of our scholars.

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

Parent are able to support their children's learning by monitoring their work on Aspen, and other programs that the school has in place according to their child grade level.

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

\*\*\*\*\*Parent will be informed of the curriculum's used within our school during the Virtual Open House and revisited during virtual parent teacher conferences. Parents are open to consult with teachers anytime during virtual office hours considering the education of their children and ways to work with their children at home.

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

The students received attendance contracts outlining the attendance/academic policy, expectations and incentives. Students also will have an opportunity to work toward rewards that are given for good attendance, grades, and active participation/engagement.

## 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.**

Gresham goal is to educate our parents with knowledge and resources in areas of interest such as Math and Literacy workshops, computer classes, Stem program, Parent GED classes and parenting classes which will help our scholars to excel and become a college bound or career ready student.

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1529.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$561.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$684.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00

<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00