William C. Goudy Technology Academy 2020-2022 plan summary

Team

Name	Role	Email	Access
Pamela Brandt	Principal	psbrandt@cps.edu	Has access
Bill Yeh	Assistant Principal	bpyeh@cps.edu	Has access
Betsy Guiragossian	Teacher	bguiragossian@cps.edu	No Access
Kathleen McCormack	Teacher	khmccormack@cps.edu	No Access
Christopher Gordon	Teacher	cgordon2@cps.edu	No Access
Charles Ehrhard	Teacher	cehrhard@cps.edu	No Access
Anna Pipilas	Counselor/Case Manager	aepipilas-mi@cps.edu	No Access
Gabriela Estrada	Bilingual Coordinator	gestrada@cps.edu	No Access
Carola Lopez	Parent/Teacher	cqlopez@cps.edu	No Access
Lissette Lopez	Parent/Teacher	llopez5@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/28/2020	CIWP Team	SEF Survey Results

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
    - 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 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 4 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**:
- 4 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 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 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
    - o 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
    - o 4 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**:
- 4 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 4 Engage students in learning and foster student ownership
  - o 4 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 4 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 4 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**:
- 4 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 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 4 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 4 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 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 4 Improve and promote assessment literacy
  - o 3 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**:
- 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 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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 4 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 4 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 4 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 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- o 4 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 3 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 4 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**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

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**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture

- o **Evidence**:
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 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 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 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**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**2**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**3**
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**0**
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**0**

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	Decrease in Nat'l School Growth Percentile in Math from 86th percentile in SY18-19 to 43rd percentile in SY19-20
Root Cause 1	Lack of continuity in curriculum mapping and instruction from grade level to grade level,

	insufficient math curriculum (Go Math!) and lack of continuous vertical alignment between grade levels
Area of Critical Need 2	30.7 percent of students making sufficient annual process on ACCESS in SY19-20
Root Cause 2	Lack of using ACCESS scores and can-do descriptors to plan and inform instruction. Lack of teacher and student understanding of the ACCESS test.
Area of Critical Need 3	Decrease in Nat'l School Attainment Percentile in Reading & Math in 2nd Grade from SY18-19 to SY19-20 (85th to 59th in Reading, 77th to 55th in Math)
Root Cause 3	Subjects are taught in isolation, not providing enough high quality, differentiated instruction to varying levels of abilities/needs

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 - Math (Grades 3-8) the dip in growth percentile can be attributed partly to our math curriculum not meeting the needs of our students and we are going to focus on developing our own curriculum to meet our needs.	Overall		70.00	80.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS as a school where 40% of our students are EL's, it is vital that they are making sufficient annual progress on ACCESS so that we know they are mastering the English language.	Overall		40.00	50.00
SQRP: National School Attainment Percentile - Reading (Grade 2) (Blank)	Overall		70.00	80.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Math (Grade 2)	Overall		70.00	80.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Supportive Environment (currently at 36)				45.00	65.00

Custom metrics (0% complete)

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

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Strategies

Strategy 1

If we do...	a comprehensive MTSS program for grades K-8th in Social Emotional Learning (SEL), Reading and Math
Then we see...	students receiving differentiated SEL support and instruction at their academic tier
which leads to...	students meeting their academic goals as set forth by their DWA's and grades.
Budget Description	- Allocate staffing resources to create a MTSS team who will meet in the summer to help develop MTSS model and schedule - Allocate budgetary resources to create a bucket to pay MTSS team to meet after school on a regular basis
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership

Action steps	• (Completed) Create MTSS team from interested/eligible staff members. Tags:MTSS: Fidelity of Implementation • (On-Track) MTSS team meet to develop MTSS program by creating a schedule for MTSS, developing a system for tracking students, gathering resources for implementation, and designating students into tiers. Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation • (On-Track) Implement MTSS program for students in grades K-8th Tags:MTSS: Fidelity of Implementation • (Postponed) MTSS team meet bi-weekly to monitor program implementation and make adjustments to program and resources as needed. Tags:MTSS: Progress Monitoring • (Not started) Staff meets quarterly to adjust student assignment of tier groups Tags:MTSS: Fidelity of Implementation

Strategy 2

If we do...	put systems and structures in place to address the emotional needs of our students and to provide them with an avenue to express their student voice
Then we see...	our students feeling more supported, more engaged academically, higher level of peer support and greater degree of student-teacher trust
which leads to...	increased positive feedback in the Supportive Environment category as measured by the 5 Essentials Survey.
Budget Description	- Budgetary resources to pay teachers in the CCC to meet after school during the school year on a monthly basis.
Tags	Student Voice, Engagement, and Civic Life, Budget & Grants
Action steps	• (On-Track) Create a Culture & Climate Committee (CCC) from interested/eligible staff members and parents. Tags:Relational Trust, Teacher Leader Development & Innovation: Distributed Leadership • (On-Track) Create and administer a student survey to gauge the various components of the supportive environment category in the 5 Essentials Survey

	during the 5th week of school (BOY), after winter vacation (MOY) and in June (EOY).
	Tags:CBE: SEL Integration, SSCE: Student Voice CIWP
	• (Not started) Analyze student survey results and create/implement actions plans to address any deficiencies identified by the survey.
	Tags:CBE: SEL Integration, SSCE: Student Voice CIWP
	• (Not started) Oversee creation and implementation of Student Council for grades 5-8th.
	Tags:Student Voice, Engagement, and Civic Life
	• (Not started) Review and refine school disciplinary practice to ensure equitable practices and establish restorative justice programs.
	Tags:Equity: Fair Policie sand Systems

Strategy 3

If we do...	intentional multi-disciplinary curriculum mapping across all grade levels
Then we see...	continuity in curriculum planning from grade level to grade level and integration of various disciplines
which leads to...	greater student engagement and achievement.
Budget Description	Purchase of Institute of Excellence in Writing (IEW) curriculum and associated professional development
Tags	Curriculum, Budget & Grants
Action steps	• (Completed) Procure IEW curriculum and professional development Tags:Curriculum • (On-Track) Investigate supplemental resources to support Go Math! curriculum such as Open Up Resources. Tags:Curriculum • (On-Track) Teachers meet regularly to conduct curriculum mapping and plan interdisciplinary units Tags:Curriculum

Action Plan

Strategy 1

Completed Sep 14, 2020

Create MTSS team from interested/eligible staff members.

May 01, 2020 to May 29, 2020 - Administration

On-Track Oct 05, 2020

MTSS team meet to develop MTSS program by creating a schedule for MTSS, developing a system for tracking students, gathering resources for implementation, and designating students into tiers.

Aug 17, 2020 to Aug 21, 2020 - MTSS Team

On-Track Oct 05, 2020

Implement MTSS program for students in grades K-8th

Sep 01, 2020 to Sep 25, 2020 - Teachers

Postponed Oct 05, 2020

MTSS team meet bi-weekly to monitor program implementation and make adjustments to program and resources as needed.

Sep 01, 2020 to Jun 18, 2021 - MTSS Team

Not started Oct 05, 2020

Staff meets quarterly to adjust student assignment of tier groups

Sep 01, 2020 to Jun 18, 2021 - Teachers

Strategy 2

On-Track Aug 07, 2020

Create a Culture & Climate Committee (CCC) from interested/eligible staff members and parents.

Aug 24, 2020 to Aug 28, 2020 - Administration

On-Track Oct 05, 2020

Create and administer a student survey to gauge the various components of the supportive environment category in the 5 Essentials Survey during the 5th week of school (BOY), after winter vacation (MOY) and in June (EOY).

Sep 07, 2020 to Jun 18, 2021 - CCC

Not started Aug 11, 2020

Analyze student survey results and create/implement actions plans to address any deficiencies identified by the survey.

Oct 05, 2020 to Jun 18, 2021 - CCC

Not started Aug 11, 2020

Oversee creation and implementation of Student Council for grades 5-8th.

Oct 04, 2020 to Jun 18, 2021 - Teacher Committee

Not started Aug 11, 2020

Review and refine school disciplinary practice to ensure equitable practices and establish restorative justice programs.

Sep 07, 2020 to Jun 18, 2021 - CCC

Strategy 3

Completed Aug 14, 2020

Procure IEW curriculum and professional development

Jul 01, 2020 to Aug 28, 2020 - Administration

On-Track Nov 11, 2020

Investigate supplemental resources to support Go Math! curriculum such as Open Up Resources.

Sep 07, 2020 to Jun 18, 2021 - Teachers

On-Track Sep 14, 2020

Teachers meet regularly to conduct curriculum mapping and plan interdisciplinary units

Aug 24, 2020 to Jun 18, 2021 - Teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

A comprehensive needs assessment is conducted using the BOY, MOY, and EOY NEWA data results as well as student On Track data.

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

After conducting the comprehensive needs assessment based on the achievement of students using NWEA and On track data, students are assigned different tier levels based on achievements and deficits. We use this as a foundation to launch MTSS.

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.

After conducting the comprehensive needs assessment based on the achievement of students using NWEA and On track data, students are assigned different tier levels based on achievements and deficits. We use this as a foundation to launch MTSS. The methods and instructional strategies we use include the following: Research-based Inclusive teaching practices with co-teaching, differentiated instruction and flexible grouping; Units focused on inquiry and collaboration, SEL techniques including Calm Classroom to settle students thus minimizing disruptions in the classrooms, various software programs such as IXL, Raz Kids, Khan Academy to that are student paced and meet the individual academic needs of the students.

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

The following programs are instituted to address the needs of students:
--Becoming a Man (BAM) for at risk males in grades 6-8
--Penedo Girls for at risk females in grades 6 and 7
--Loyola Counseling referral program for students and families with services both on site and at the University
--School-wide implementation of Multi-tiered systems of support (MTSS) to meet the different academic levels of our students
--TBD: beginning stage of implementation of the IB PYP that focuses on rigorous and innovative instruction that develop the IB Learner Attributes

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

Goudy regularly hosts student teachers from Loyola, DePaul, Columbia and Roosevelt Universities to complete their student teacher practicums. We often seek candidates from these programs to employ should a position become available.

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.

High Quality and on-going professional development includes the following:
--Inclusion Strategies for teachers and paraprofessionals via the Gust Foundation and DePaul University
--Writing and Grammar professional development for teachers via the Institute for Excellence in Writing
--SEL training for teachers and paraprofessionals in Restorative Justice and Culture and Climate the CPS Department of Social Emotional Learning
--TBD: training in Curriculum development and mapping via the IB trained school coordinator

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

Partnership with a community non profit organization (Chinese Mutual Aid Association) to provide adult ESL classes to parents.
Annual family nights that focus on reading, STEM and health.
Monthly PAC meetings with classes in parenting skills, nutrition, and health related topics.
Parents will be invited to participate in the Culture & Climate Committee.

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.

Goudy's preschool program is integrated as part of the Goudy School community. Parents of preschool students are included in all school events including the holiday and talent shows, report card pick-up and family nights.
In spring, Pre-K students participate in Kindergarten classroom visits.
Parents receive summer packets to work on skill building in preparation for kindergarten.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers have input in the school assessment plan by voting on components of it every year. While they are mandated to administer the DWA, they have autonomy in the formative assessments but must agree upon what determines mastery in their summative assessments.

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.

Activities include implementation of MTSS program that includes regular progress monitoring and skills based interventions including Wilson reading, after school help classes, and individualized software programs.

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.

The following programs are offered:
--three, full day Head Start classrooms
--100% of students receive free breakfast and lunch
--Parent classes provided monthly during PAC meetings

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The Title 1 BAC Annual Meeting is scheduled for October 8, 2020 at 6:15pm.
The Title 1 PAC Informational Meeting is scheduled for October 8, 2020 at 5:30pm
The meeting is scheduled to discuss the Parent Involvement Compact and Policies. During BAC and PAC meetings (to be held every other month), parents will be involved in the development and periodic review and revisions of the plan and policy.

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

The Title 1 Annual Meeting is scheduled for October 8, 2020 at 5:30pm.
The Title 1 PAC Organizational Meeting is scheduled for October 8, 2020 at 5:45pm
The meeting is scheduled to discuss the Parent Involvement Compact and Policies. Additionally, PAC and BAC meetings will be held every other month throughout the year.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Suggestions of parents are welcomed and respectfully considered and will be implemented if and when appropriate.
Parents will be invited to participate in the upcoming Culture and Climate Committee in order to give them an opportunity to have a voice in the social emotional learning of their children

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.

Because of the state mandatory schools shutdown due to Covid-19, students were excused from taking the IL State Assessment Test (IAR).

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.

Parents will be informed if their child has been assigned to a teacher who is not "highly qualified" as soon as the school receives notice from the Illinois State
Board of Education.

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.

During parent-teacher conferences on 11/18/2020, teachers will share the results of the BOY NWEA assessment in reading and math with parents and share student expected growth goals for the remainder of the school year. Teachers will also discuss ways parents can help their children at home including information on how to access Parent Portal. In addition, the school will host a variety of Family nights which will focus on ways that parents can help their children at home in language arts, science, technology, engineering, and math.

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.

Workshops and classes will be scheduled based on parents' needs as determined during PAC and BAC initial meeting. We will continue to work with the Chinese Mutual Aid Association to provide ESL classes for parents.

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.

School will offer a variety of strategies to parents to help their children achieve success academically, socially and emotionally via parent portal, BAC and
PAC meetings, Family Nights and regular communication home.

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.

Parents will be informed and invited to attend workshops and classes as they become available. Parents will be encouraged to attend the four Headstart
classes that are held annually to become actively involved in the Headstart 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.

Monthly calendars will be sent home in paper format on the first school day of each month.
Monthly calendars will be posted on the school website. Parents may chose from a variety of languages available on the website to translate information.
The school marquee will display information related to parent programs, meetings, and other activities.

Policy Implementation Activities

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

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

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

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

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

School-Parent Compact (Complete)

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

At Goudy Technology Academy, we are committed to fostering a culture that focuses on respect, responsibility, collaboration and a sense of belonging in a
safe and supportive environment for all students. We provide engaging, differentiated, data-driven instruction along with innovative enrichment programs
that nurture and develop the unique strengths of our students. As a technology academy, we equip all students with technological capabilities that promote
academic growth and development.
Goudy is committed to ensuring that ALL children are afforded the opportunities to reach their full potential in preparation to meet the challenges of the 21st
century.

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.

Parent-teacher conferences will be held in accordance to the Chicago Public School's calendar on November 18, 2020 and April 21, 2021. These
conferences will give parents the opportunity to meet with their child's teacher to discuss the following: academic progress, content curriculum, behavior
concerns, upcoming school events, etc. Additionally, parents and teachers are encouraged to schedule conferences throughout the school year as needed.

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

Mid quarter progress reports will be sent home every five weeks. We will be using the progress report generated by IMPACT. Parents are encouraged to
check the parent portal regularly to monitor their child's academic progress. In addition, home/email communication by teachers on both positive and
negative progress is maintained via online applications such as Class Dojo and Remind.

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

Parents will have access to school staff in the following ways:
* Visiting individual teacher web pages on the school website at: www.goudy.cps.edu
* Via email or phone calls to the school
* Scheduling appointments before and after school whereby parents can meet with teachers or administration

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 volunteer in the school provided that they meet the requirements of the volunteer policy provided by the CPS Office of Safety and Security.

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

Parents will support their children's learning by regularly checking the following:
* School/classroom website
* Monthly school calendar
* Parent portal
* Ensuring that their child maintains good attendance

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 will participate in decisions related to their child's education in the following ways:
* Attend monthly Local School Council meetings
* Complete the My Voice, My School Survey annually
Through these avenues, parents have opportunities to express their opinions, voice concerns and ask questions.

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 will be regularly acknowledged for their accomplishments and successes via honor roll assemblies, End of Year Award Assembly, Daily recitation of
the Goudy School Pledge, and student participation in the Goudy Student Council. Students are held responsible for maintaining student planners and
regularly checking their own academic progress via Student Portal. Collaborative and inquiry based learning also promotes a culture that fosters life-long
learning skills.

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.

Activities and training topics include the following:
1. Teaching parents the fundamentals of American culture
2. Providing ESL classes in conjunction with a not-for-profit local agency (Chicago Mutual Aid Association/City Colleges of Chicago)
3. Facilitating parents with reading and math strategies they can employ at home to help their children succeed in school

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
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.	$969.00
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)	$3000.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$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