

Frank W Gunsaulus Elementary Scholastic Academy 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
09/04/2019	CIWP Team Members	School Goals + Cycles of Professional Learning
09/18/2019	CIWP Team Members	School Goals + Cycles of Professional Learning
10/02/2019	CIWP Team Members	School Culture (REACH Fear Factor)
10/16/2019	CIWP Team Members	School Culture (REACH Fear Factor)
11/06/2019	CIWP Team Members	School Culture (Post-Strike Reflection + Planning)

Date	Participants	Topic
11/20/2019	CIWP Team Members	School Goals + Cycles of Professional Learning
12/04/2019	CIWP Team Members	School Goals + Curriculum Design Days
12/16/2019	CIWP Team Members	Cycles of Professional Learning + Curriculum D Days
01/08/2020	CIWP Team Members	Cycles of Professional Learning + The Leader In Me
01/22/2020	CIWP Team Members	School Culture (MOY Data, 5 Essentials + Cycles PL)
02/19/2020	CIWP Team Members	CIWP-Data though Vision Portal
03/04/2020	CIWP Team Members	CIWP- Identifying areas of critical need
03/27/2020	CIWP Team Members	CIWP- Root Cause Analysis
04/27/2020	CIWP Team Members	CIWP- Strategies
05/06/2020	CIWP Team Members	CIWP-Fund Compliance & Parent Plan

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 4 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)
 - 4 Enable staff to focus and prioritize what matters most

- 3 Employ the skills to effectively manage change
- 4 Make “safe practice” an integral part of professional learning
- 3 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** See Appendix document for detailed information on supportive evidence; too large to add here.
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 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
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 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
 - 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Teachers directed curriculum orders. School wide hiring practices. Multiple stage interviews. Community involvement. Leader in me-Common Language.

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
 - 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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
 - **Evidence:** Overall: We feel that we hit these things sporadically but don’t have the brain capacity to fully engage with them. We talk about the big ideas. THIS is something that we can ALWAYS work on. Scope & Sequencing: a real need. VERTICAL ALIGNMENT work is a need. Going back to plans made has not been a strength of ours (e.g. supporting, monitoring)
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 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

- 2 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 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:** Awards ceremonies to recognize both academics and attendance
Use of rubrics for self-assessment and high standards Lucy Calkins writing rubrics.
Three key messages: "This is important, you can do it, I won't give up on you!" These are expected to be in all classrooms. Some teachers are participating in lesson study Attendance team monitors daily attendance Personal goal setting through Leader in Me
- 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
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Focused on assessments via Curriculum planning 3x a year. MTSS team led problem solving process in GLMs. ELPT has given PD around Access and WIDA can do descriptors. Data looked at during GLMs and educators create actions plans. District suggested scale is even but at GSA tests are weighted much heavier.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 4 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)
- 2 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 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)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

- 2 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)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Overall: The general feeling is that MTSS is not something that is not exciting and carries a stigma that puts extra pressure to teachers. When MTSS is done, it's when teachers want to have services. It is seen as something that is separate (an extra) from our curriculum. MTSS could have interpreted as a stop-gap for too many referrals. MTSS: Some have had to fight tooth and nail to get services. No follow ups and checks. Suggestion: How can MTSS be integrated into the units we create?
- 2 - Transitions, College & Career Access, & Persistence
 - 2 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)
 - 2 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:** Summer school did not have positive impact We do not do summer before kindergarten Growth Plus is used, but is up to individual teacher Essentials programs robust Extracurricular activities Career Day PreK-8th College Day 5-8th 8th graders have access to Algebra Middle school analyze attendance and grades 6-8th complete ILPs in Naviance 8th graders consider fit and match with high school applications All 8th graders were met with one-on-one to review high school choices

Quality and Character of School Life

- 3 - 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)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Foster Respectful and supportive student-student interactions (4): GSA has a built in time slot for morning meetings every day. Tuesdays are extended to 30-40 minutes to allow for extended SEL learning focusing on Leader in Me which

aligns with the CASEL standards. Teachers model the way by learning and living the 7 Habits and discussing with students. We have a peer mentoring program where 7th and 8th graders mentor students in 1-4th grade that is overseen by the school counselor and CIS social worker Restorative conversations are used by teachers and the dean of students to mend and/or repair any damage amongst students Leader and Me and the 7 habits are taught in morning meetings focusing on helping students learn teamwork, planning, interacting with one another, working together, etc. Foster supportive caring, staff-student interactions so that each student has at least one trusted adult in the school (3): GSA has a mentoring program consisting of adults within the school mentoring students who demonstrate need either academically, behaviorally, or attendance-wise Students receive Panther Paws when they demonstrate positive behaviors (either the 7 habits or the 3 B's- Be Safe, Be Responsible, Be Respectful). Every Friday students' names are drawn to receive prizes. Students and adults build close relationships- our middle school academy model has 6-8th graders looping up with the same three teachers all three years to help build these positive relationships. Our suspension & detention rate are very low due to positive staff-student relationships Our attendance is almost always over 97% due to students wanting to be at school every day. We have semester awards assemblies and honors breakfasts celebrating students for grades and attendance. Adults support and respect one another, personally, and professionally (3) First Fridays occur monthly as a forum for staff to bring up issues or concerns they see within the school Weekly Grade Level Meetings are held where staff work on learning and growing together. Our ILT helps plan Grade Level Meetings utilizing the knowledge and resources of members who consist of teachers (DL, ELA, 5th, and Drama), the counselor, a parent/clerk, office staff, and three principals. On the 5 Essentials, staff reported Teacher-Teacher Trust as strong

- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Identify and beliefs incorporated in units.
- 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:** Ensure students and adults feel physically, socially, intellectually and emotionally safe: The 7 Habits are shown in various areas throughout the school Students receive Panther Paws for demonstrating the 3 B's- Be Safe, Be

Responsible, Be Respectful. They then can earn prizes on Friday if their name is drawn. Adults supervise areas of the school and intervene when they see unsafe behavior. All non-advisory teachers work together in the morning and afternoon with supervision of students both inside and outside of the building. GSA staff follow the CPS-established protocol regarding bullying. Provide clear procedures for reporting and responding to concerns about safety and well-being (3) There are clear procedures to report concerns about safety and well-being. Staff notify one of several adults depending on need. We have a counselor, as well as a CIS Social Worker who Manage efficient and orderly transitions between activities: There are procedures and routines for both getting classrooms in the morning, during transitions between classes, lunchtime, and dismissal. Students are only in common areas during class times with permission. Adults greet students warmly upon arrival- many have handshakes they do with students. Students are always greeted first thing in the morning.

- 3 - Supportive and Equitable Approaches to Discipline
 - 2 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:** See Appendix document for detailed information on Instructive- Integrate universal SEL skills instruction in disciplinary responses: (2) Students are taught the 7 habits during morning meetings- specifically on Tuesday for 30-40 minutes The 7 habits are beginning to be integrated into classroom lessons Panther Paws are given when students demonstrate the 3 B's (Be Respectful, Be Responsible, Be Safe) n supportive evidence; too large to add here.
- 4 - Family & Community Engagement
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 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:** Coffee with Principals, Parent Mentors, Parent Health and Wellness Classes, Monthly parent workshops, Parent newsletters 1x a month from Admin, Counselor and essentials teachers. Teacher send weekly and/or monthly letters.

Partners with BPNC, St. Anthony's hospital, Community in Schools, Dental organizations, etc.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	4
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	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	Reading and Math Attainment (ELs)
Root Cause 1	Lack of Quality PD on English Language Acquisition.
Area of Critical Need 2	Reading and Math Attainment (Students with IEPs)
Root Cause 2	Lack of a DDI Culture to support differentiation and Progress Monitoring
Area of Critical Need 3	Reading and Math Attainment (African American Males)*
Root Cause 3	Lack of Quality PD on Systemic Inequities & How to Work with African American Males

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math) This metric is being used because it is one of the largest achievement gaps in our data.	Students with IEPs		31.47	43.58
	African American Male		30.53	42.88
Vision: NWEA Growth G3-8 (Reading) (Blank)	Students with IEPs		62.00	72.00
(Blank)				
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey 2018-2019 Actual: Organized. 2020-2021: Goal Well Organized.				5.00	5.00

Custom metrics (100% complete)

	2018- 2019 Actual	2019- 2020 Actual	2019- 2020 Goal	2020- 2021 Goal	2021- 2022 Goal
Vision: NWEA Reading Attainment G2-8 (Reading) for English Learners Our student growth in Reading and Math have either had slow growth or remained stagnant.		35.70		45.17	51.45
Vision: NWEA Reading Attainment G2-8 (Math) for English Learners Our student growth in Reading and Math have either had slow growth or remained stagnant.		48.40		53.54	60.13

Strategies

Strategy 1

If we do...	Equip educators to create and administer common and cumulative interim assessments aligned to the Common Core and WIDA standards in reading and math.
Then we see...	Educators analyze assessment results and deliver effective Tier I, II & III instructional plans that help students meet wildly important goals set with students.
which leads to...	15% improvements in NWEA math and reading attainment scores respectively as a school by June 2022.
Budget Description	
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Action steps	<ul style="list-style-type: none"> (Not started) Create Scope of sequence enhancing a DDI culture <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p>
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Strategy 2

If we do...	Provide educators with on-going professional learning in Guided Language Acquisition Design.
Then we see...	Educators create engaging and rigorous units and lessons filled with research-based and field-tested instructional strategies.
which leads to...	20% improvement overall in ACCESS scores for all English Learners by June 2022.
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Create Calendar for Professional Development <p>Tags:Instruction</p> <ul style="list-style-type: none"> (Not started) Allocate for training in the budget. <p>Tags:Instruction</p>

Strategy 3

If we do...	Ensure every data conversation and instructional plans focus on the instructional and socio-emotional needs of African American Males & Diverse Learners.
Then we see...	Educators track the students progress towards individual SMART goals set for them.
which leads to...	A minimum 10% increase in the performance of African American Males & Diverse Learners in NWEA math and reading attainment scores.
Budget Description	
Tags	Equity: Liberatory Thinking
Action steps	<ul style="list-style-type: none"> (Not started) Schedule Professional Development <p>Tags:Equity: Liberatory Thinking</p>

Strategy 4

If we do...	20% of the professional learning time that is available will be focused on building staff capacity around powerful habits of being and resilience.
Then we see...	All educators focus energies towards living and teaching The 7 Habits of Highly Effective People
which leads to...	5 Essentials results related to Grit and the impact on Effort on student success will increase from neutral to strong. 65% of all educators report increases in their own sense of self-efficacy and resilience for the work
Budget Description	
Tags	SSCE: Student Leadership
Action steps	<ul style="list-style-type: none"> (Not started) The Lighthouse team will meet at least monthly to ensure that all actions that the school takes are focused on improving the goal of building staff capacity and student learning opportunities in and through differentiated instruction. <p>Tags:</p>

Action Plan

Strategy 1

Create Scope of sequence enhancing a DDI culture

May 30, 2020 to Jul 01, 2020 - Admin

Strategy 2

Create Calendar for Professional Development

Jun 01, 2020 to Jul 01, 2020 - Admin

Allocate for training in the budget.

May 01, 2020 to May 30, 2020 - Admin

Strategy 3

Schedule Professional Development

May 31, 2020 to Jul 31, 2020 - Admin

Strategy 4

The Lighthouse team will meet at least monthly to ensure that all actions that the school takes are focused on improving the goal of building staff capacity and student learning opportunities in and through differentiated instruction.

Aug 24, 2020 to Jun 18, 2021 - Lighthouse team

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.

Comprehensive needs assessments are done through the following; the CIWP process, Data team meetings: BOY, MOY and EOY, Student goal setting and goal tracking.

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

Each school year growth plus is offered and targeted towards students who need additional academics supports in reading in math. These small group offerings allow teachers to provide additional targeted support.

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.

We currently have interventionist who provided additional reading support using Leveled Literacy Intervention (LLI) Kits which are researched based.

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).

Mentoring: We currently have a mentoring program for students in need of additional academic and social emotional supports. Mentors and students set goals that are monitored throughout the school year via check in and check out.

College and Career: Each year we have a college day where students showcase the research they have done around different colleges. Students get to visit each others classrooms and learn about what the colleges/universities offer. We also have a career day each year where students select the careers they would like to learn about. They also engage in a full day of meeting people from different careers and getting the opportunity to ask questions.

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

We partner with opportunity schools who provides us with candidates that they have interviewed and screened before referring to Gunsaulus. We also partner with Teach For America(TFA) who also provides us with teacher candidates that have the required certification to be high qualified.

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.

Teachers have received ongoing professional development in the following areas which are research based; Leader in Me which is focused on Social Emotional Learning and Academics, Lucy Calkins Reading and Writing Workshops, Guided Language Acquisition Design (GLAD) professional development to support our English Language Learners.

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

We partner with BPNC that provides parents with ongoing workshops around literacy, nutrition, parenting, leadership, etc.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Each school year our Head start families are provided with an orientation to help with transition their children into Kindergarten. Grade level expectations, the importance of attendance, school tour, etc are all included to familiarize themselves with GSA.

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.

Along with the PPC teachers are offered the choice to vote on different academic assessments to be implemented.

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.

Each school year growth plus is offered and targeted towards students who need additional academics supports in reading in math. These small group offerings allow teachers to provide additional targeted support.

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

We have partner with organizations such as Frida, Brighton Park Neighborhood Council, and Community in schools to provide monthly parent programs on these topics. Parents are notified via different modes of communication(website, robocalls, newsletter, coffee with principals, etc) so that they are aware and able to attend. Our school counselor Ms. Hester also coordinates with our families to connect them with resources needed.

ESSA Targeted Assistance Program

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.

Monthly coffee with the principals and BAC/PAC meetings will be used to review and revise the NCLB, Title 1 school parental involvement plan policy. LSC meetings will be used to finalize the ideas and put it together for the CIWP. Meetings with parents are focused and translated so families feel well represented in the process. Additionally, parents who work on the Healthy Kids Market will be surveyed as well in order to get their input

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 annual meeting to inform parents of school's participation in NCLB, Title 1 PAC Organizational Meeting will be conducted on Wednesday, September 16th at 7:45AM. The subsequent PAC/BAC meeting will be held the 16th at 9:00AM and once again on the 16th at 9:00AM to participate in discussion about the NCLB Title 1, but also to plan the important annual agenda and meeting topics for the monthly meetings. The LSC meetings will be held September 25 at 7:45AM. While the BAC/PAC and LSC are formal grounds on which the school meets, there are less formal ways of meeting like the monthly Coffee with the Principals and other events where information is regularly gleaned.

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.

In these opportunities of collecting feedback and having honest discussion among parents, students, teachers, staff, and administration there must be some immediate response and action to suggestions that will build trust and prove that GSA sees parents as part of the team. Events like Healthy Kids Market, Family Dance, Coffee With the Principals, BAC/PAC meetings, and LSC meetings, will serve as events to gather suggestions and in working with parents regularly and directly, there will be many opportunities to respond to parent suggestions.

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.

Reports to parents are provided regularly at quarterly parent/teacher conferences where parents meet with teachers to talk about assessment scores in math, language arts and reading. The parent/teacher conferences happen in November, February, April, and June. Additionally, on and off track data will be tracked internally through Dashboard and relayed to teachers and parents in numerous ways. For example, on and off track data is used to have family/parent attendance meetings at GSA.

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.

There is a form letter provided by CPS regarding the timely notification of a teacher who is not "highly qualified". This letter will be used and sent home directly with the student rather than mailed to notify the parent of this information.

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.

Parents will be assisted in understanding the academic content standards; the state's student academic achievement standards; the state and local academic assessments the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators through the state of the school address,

data meeting outreach available at the two annual report card pick ups, through and during IEP meetings for students who receive alternative assessments.

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.

Through PAC/BAC meetings as well as classes offered to parents in the mornings and evenings at GSA, parents will be provided information, resources, materials and training, including literacy training and technology to assist parents in working with their children to improve academic achievement and to encourage parental involvement. The PAC/BAC parents will democratically decide what types of lecturers they want to have come to the school for their meetings. Past lectures have been on health, banking, starting your own business, and citizenship. Introduced to a new school year's agenda will be ideas or lecture topics around growing student leadership, social emotional EQ, literacy training and homework help at home.

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.

Professional development at the beginning of the school year and check-ins via weekly Grade Level Meetings will solidify focused strategies in getting parents to become more equal partners in their students' academics. Coordinated parent programs happen currently in the building with Healthy Kids Market, regular volunteers in the building with lunch time, greeters at the main doors, and help in the classrooms. From here, GSA will work to focus more specifically on students' academic success and their role in it. Through expanded topics of lecture at the BAC/PAC meetings, inroads can be made with specific goals of literacy and academic focus.

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.

GSA operates a successful bilingual pre-k program for full and half day students. In the next two years, GSA will research two more ways through official programs Parents as Teacher Program or Even Start.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All materials are currently translated into Spanish; but this not the only language spoken at this school. GSA will research how to get translations for all languages represented at GSA and work to involve those parents of other languages.

Policy Implementation Activities

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

<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>

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

<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)

All Boxes Are checked

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.)

Gunsaulus Scholastic Academy is dedicated to nurturing and developing a community of passionate, loving, and respectful life-long learners and leaders who empower themselves as global citizens. This is our vision. Our daily mission is to Learn, Grow and Serve. Continued professional development through various learning cycles for educators will help ensure high quality curriculum and instruction for all students within a supportive learning environment.

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 not only at the report card pick up held twice a year but also at twice yearly mid-year conferences that are held in addition to regularly scheduled conferences. Report card pick up conferences happen in October and April and the other conferences happen in February and again in June.

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

Reports to parents go out in the form of progress reports and report cards but are also issued as needed when on and off track data is released by the network every five weeks. Attendance meetings as well as additional parent conferences are held with parents as it is fit through out the year.

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

Teachers will be working with parents to communicate in a myriad of ways. Teacher websites will provide up to date grades, work, and homework for students. Teachers release students regularly to their parents. Many of the lower grades make informal use of this time to communicate with parents about daily progress. Teachers and parents communicate regularly with each other via text messaging. Weekly newsletters home as well as the website access should provide plenty of opportunity for parents to consult with teachers

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.

Teachers will reach out to parents as well as the BAC/PAC organizations to solicit volunteers for the classroom and other opportunities in the building. Regular opportunities will be made available monthly for students to visit classroom and observe or participate in classroom activities. Invitations to parents will be issued through monthly calendars to inform parents about opportunities and activities in the classroom.

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

With improved communication with parents via websites, monthly syllabi and calendars parents should be aware to do the necessary work with students to check in. Through BAC/PAC meetings, there will be topics covered to help parents help children with homework and to help students to build routines that will build prosperous students.

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

During BAC/PAC meetings, LSC meetings, and less formal get-togethers there will be ample opportunities to meet with parents and for their to be conversations about curriculum, schedules, and special opportunities for input from parents and their impact on the school.

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).

Through SEL programs and morning meetings students and teachers will build capacity for improved academic achievement. Important topics like good attendance, positive attitude, and how to be better at class participation will be among the topics discussed by teachers and children to enhance improved academic achievement.

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.

GSA is looking to expand its offerings to parents through its partnership with Frida and the Brighton Park Neighborhood Council during the next two years

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

Account(s)

Description

Allocation

51130, 52130	<p>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.</p>	\$0.00
53405	<p>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.</p>	\$361.00
53205	<p>Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	\$0.00
54125	<p>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)</p>	\$0.00
54505	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	\$500.00
54205	<p>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.</p>	\$0.00
54565	<p>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.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>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.</p>	\$0.00