

# William P Gray Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
12/19/2019	ILT	New CIWP and timeline
01/09/2020	ILT	SEF
02/13/2020	ILT	SEF and Goal Setting
03/12/2020	ILT	Root Cause Analysis
04/23/2020	ILT, Network Math ISL, Math for All Team	Math for All PD and Analysis
05/07/2020	ILT, Network Math ISL	Finalization of Math for All

## 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
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 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)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** A focus area for improvement has been the development of a healthy and trustworthy relationship between the LSC, parents, staff and school leadership. Open and effective reporting keeps the LSC involved in decision making, aware of obstacles and hurdles, and greater sense of confidence in school leadership. Our 5 Essentials shows improvement in parent relations,

confidence in school wide decisions, and perceptions of school staff and their instructional environment for their children. The Gray Cycle of Inquiry was then adjusted to allow for bi-weekly team PLC to work independently on targeted areas of focus such as Tier 2 and 3 interventions with data, UbD lesson planning, etc. A major accomplishment was to address weak attainment by creating a collaborative of all K-4 teachers to commit to balancing literacy blocks with Daily 5 and Cafe. This vertical planning allowed for teachers to learn and grow from each other and foster a spirit of continuous improvement. The PPC meets regularly with admin to address any teacher and/or CTU concerns. The team works collaboratively to problem solve and support the staff. With a settled contract, it is the hope to minimize further disruptions. This past year, our goal has been to develop a strong culture of teacher leadership. The 5 Essentials indicated that teachers desired more collaboration time, scoring that category as agree. In addition, this cycle included a week for data and Tier 2/3 review. This schedule may have been too administratively driven and overwhelming. Therefore, this past year, we modified our Cycle. Informal feedback from staff has been positive, with teachers feeling more open to work as self-reliant PLC teams. Learning goals are developed and monitored during grade level meetings with data informed decision making processes. The ILT, BHT, LSC, BAC/PAC, and PPC meetings regularly to assess dashboard data and Verify Logger, test data, peripheral data such as attendance, on-track, truancy, etc. At the end of the prior school year, teachers reflected on successes and areas of improvement. Using our OYOYOY report, grade level teams started the year with a thorough analysis of EOY scores, using the Insight Report to target skills that our students were weak in as well as those skills that our high achieving students did not master. This information then drives the team discussion on strategies to address these weaknesses, how to progress monitor, and then an analysis of success/failure. At MOY and EOY, the teams will repeat this process. Teachers contribute to staff professional development by sharing best practices with all. Teacher leaders have led PD on NGSS, Daily 5/Cafe, De-escalation strategies, Section 7 IEP writing, AAI best practices, Triumph Learning, etc. Network 1 also provides PD opportunities through the summits on reading and math to support our staff and we are a cohort school on Daily 5/Cafe Balanced Literacy. To involve parents in this collective responsibility, the bilingual advisory committee has created a year long schedule of parent education seminars on curriculum, social emotional resources, and student transition awareness, and curriculum discussions. Our website, twitter, mailings, email and robocalls keep our parents informed. In terms of curriculum, the ILT started the year with the creation of a PD plan School Improvement focused on building teachers' skills in student engagement and increased rigor. Outcomes included inclusion of MPIs and how to address all learning domains, differentiation for our DL and EL populations, SEL, EngageNY math, thematic units with cultural relevance, inclusion of Hess Matrix, and a new upper grade science curriculum which is problem based. In addition, our counselor was freed from case management and we added a bilingual reading specialist and a coordinator to focus on MTSS. A case manager was created to monitor IEPs and DL progress. A curriculum coach meets bi-weekly with teams to monitor unit planning on UBD, differentiation in class and on assessments, WIDA standards and MPI implementation for our EL students, and data analysis in progress monitoring, and balanced literacy strategies. Administration meets with all teams and is an active participant in planning and implementation. Stronger horizontal and vertical teams, content and grade-level, is an area of need. We need cross-curricular interaction to achieve unified vision for expected outcomes for each

grade-level. NWEA data reflection and goal setting is being conducted in all grade levels, including sharing how MAP data is being used in the classroom, goals for spring, and strategies to meet those goals.

- 4 - Structure for Continuous Improvement
  - 4 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
  - 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)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** A clearer mission was created for the ILT/MTSS team which was to examine school wide data and monitor Tier 2 and Tier 3 interventions and progress monitor. The ILT meets monthly and reviews school wide data such as on-track rate, attendance, discipline data, PD plan, NWEA and SQRP data analysis, and CIWP development. It is inclusive of all grades and subjects. The team discusses what is and isn't working while searching for root causes and trends while brainstorming on strategies. Last year, we polled the faculty of best grading practices to solicit feedback on practices that the teachers were willing to incorporate. The ILT study indicates that stronger vertical teams are necessary for cross-curricular interaction to achieve unified vision for expected outcomes for each grade-level. The administrative team solicited information through surveys to collect data on improvement goals to satisfy the needs of all stakeholders. The Behavioral Health Team recognizes student behavior through use of reward system featuring ?hoof? tickets by all faculty, administration, and support staff regardless of grade level or classroom assignment. But most important, using the SDQ, targeted interventions are given to our most at-risk. Our partnership with LSSI has led to an assigned counselor 3x a week to provide Tier 3 support. Continuing the focus of creating school wide teams as PLC and to foster a culture of team leadership, teams are given the opportunity to make curricular decisions. Regular school-wide data reviews occur during principal-directed sessions every 2nd week or whenever school-wide data becomes available (NWEA, 5-Essentials, ST Math, TTM, Front Row, and Khan Academy). The upper grade Math Lab collaborates daily for sharing student data to improve and maximize TTO programming. The ILT Effectiveness Rubric is completed at the BOY, and will be compared to EOY. This year?s focus has been to be more inclusive of our teachers? expertise and allow more time for teacher interaction. Staff that express interest in an area of growth are encouraged to share their knowledge and best practices with staff. A strong example has been in the implementation of Daily 5/Cafe into the K-4 classrooms. Much of the development of new teachers was led by experienced staff willing to share. This practice has been extremely effective and will be at the forefront of future learning. The ILT created an Action Plan to begin our cycle of inquiry to progress monitor our CIWP. This

plan included goal monitoring via strategy assessment, resource allocation, and measures of change. In addition, NWEA and SQRP data was studied for root cause analysis. On the 5E, quality professional development received a highly agree score, but teachers indicate a desire to have more opportunities to work productively with each other and from other schools. Our Curriculum Coach assists all teams with Computational Thinking skill implementation, UBD unit planning, differentiation including WIDA and MPI implementation, math PD, data analysis, RAZ and Triumph PD, and the incorporation of CC, NGSS, and C3 standards. The coach allows teachers to meet and discuss strategies, recommend implementation, and evaluate and share best practices acquired through experience. In addition, the coach encouraged professional inquiry during teacher teams with our Facing History partnership, ongoing Network Summits on literacy, balanced literacy PD brought to our classrooms, and outside school visits. Teach to One (TTO) Math Program utilizes experience, research, and collaboration to implement improved instructional delivery. Regular strategy meetings occur with our curriculum coach from TTO to find ways to streamline the Task and Small Group Collaboration modalities. In addition, the team has modified their teaching schedule to include Bucketing Days in which students are grouped by weak skill areas and teachers use more interactive and personal instruction to focus their differentiation. Our admin team, case manager, counselor have attended PD on restorative conversations, alternatives to suspension, CBITS, SS Grin, Zoo U, etc. to further enhance our social-emotional toolkit. Our mentorship program for new teachers includes a senior partner to help support and guide new staff and new to teaching staff. We have also targeted struggling new and experienced teachers in need of additional mentorship.

## Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - 4 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
  - 4 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Weekly team meetings, either team directed or admin directed, allow for focus on aligning to common core including: social studies standards, NGSS, thematic units with cultural relevance, and MPIs for differentiation for both EL and DL. The MTSS plan works to provide rigorous material and assessment at all levels, working on aligning along all grades, and the use of formative and summative data to drive instruction both by team and individual teacher. UBD model allows for essential understandings and enduring questions, as well as thoughtfully scaffolding strategies. EngageNY and TTO allow for greater depth and differentiation. Our Group 9 students are targeted for success at a higher level of rigor. Grouping is allowing teachers to group students into narrower RIT bands, based on strands and down to skill areas, to target instruction on at-risk through

high achieving students in smaller settings. Computer classes and new upper grade science curriculum allow for more real-life applications, including the Dyson Grant for real-world applications of design theory, Northwestern Univ.'s Fuse program, etc. We have expanded our music and art curriculum and the partnership with Northlight Theater will continue to enhance the arts program. Our dance program is inclusive of cultural styles such as folk and tap. An area of focus from the 5 Essentials is to better support new staff or experienced new to Gray. This area for improvement will fit the needs of our Bilingual Dept. Our bilingual compliance report rated Gray as Established. Recommendations include seeking additional professional development opportunities for teachers to learn more about WIDA standards and Can Do Descriptors as well as implement language and content objectives into planning documents. In addition, we will identify exemplary teacher who can run a PLC/focus group in the building for other staff members needing support. In addition, our goal for next year is to use a instructional core walks for teachers to visit classrooms who are successfully implementing WIDA standards in their teaching practice. Gray will establish a system to routinely monitor students whose parents have exited their child from the program. Communication between teacher and case manager will ensure that linguistic and cultural needs are identified and explained in section 7 of IEP. During IEP team meetings, teams will determine which program model is appropriate and justify the decision in section 7 as well. We continue to include ACCESS scores to support decision making. The school grade level PLCs regularly examine the curriculum to check alignment to standards and opportunities for all students to meet those standards. In terms of rigorous curriculum, EngageNY and Teach to One are both Common Core-aligned math curricula. EngageNY is in place in grades K-5. Previously, we had been using Everyday Math (3rd ed.) which was not Common Core-aligned curriculum. EngageNY allows for greater depth in covering the mathematical concepts of the Common Core Math standards. Teachers have become more comfortable with the new math curriculum and are adjusting the pace to best meet the needs of students. Math Lab teachers will collaborate with 3-5 teachers to better align modules in preparation for TTOs Skills Library that students will encounter in grade 6. Teacher leaders in grades 3-8 brought back learning from summits during year 2 of the CIWP, Professional development was provided at the beginning of the year, but needs to be continued and improved upon. Teach to One is unique in that it is a Common Core curriculum, but has daily opportunities for differentiation. Students complete a daily assessment, in the form of an exit ticket, and are placed in leveled groups for the following day. Group 9 is our accelerated class which is targeted for success at higher level of rigor. Selected high achieving 8th grade students have been removed from the TTO program and are currently taking Algebra I with flexible grouping based on yearly evaluation. We have also implemented an upper grade science curriculum which is focused on Project-Based Inquiry Science, and are involved in a Professional Learning Community with two other area schools. The Network 1 Science ISL has been included in supporting upper grade science teachers in continuing to follow NGSS storylines in their instruction and adjusting the Amplify curriculum to fit the needs of all learners. Two of the upper grade science teachers are attending the network's STEM Learning Summit and are bringing back training in Agency, Authority and Identity to other team members. One of the teachers has been selected to present during the Network 1 Learning Summits. In terms of support for ELs, our units include MPIs and differentiated activities (RIT band activities based on NWEA and TRC/DIBELS). At each grade level, there is appropriate staffing to meet the

needs of EL students. Grade levels teachers delve into the learning continuum to see their students MAP RIT Band scores for each subcategory. Then teachers create differentiated activities for students to work on those skills during learning centers. Teachers create assessments for these RIT Band skills and track students' growth to see if students are making progress. Texts are purchased for native speakers. Our science program is made available to students in their native language as needed. They also receive support via google translator and Safari Montage. Engage New York modules are available in Spanish as well. Our TTO lab has EL certified and endorsed teachers, as well as bi- and multilingual teachers. Our coordinator progress monitors all students quarterly and helps teachers improve practice via research based concepts. We have focused on Integrating SEL units into daily curriculum via Second Step units such as :K- School community building (unit 1), 1- Immigrants Experience, 2- Be ?You? Nique, 3- Social Activists Come in All Sizes, etc. Outside partnerships to expand our SEL growth include Sandy Hook Promise and Youth Alternatives etc., LSSI, .

- 4 - Instruction

- 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
- 4 Engage students in learning and foster student ownership
- 3 Use questioning and discussion as techniques to deepen student understanding
- 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 4 Provide students frequent, informative feedback
- 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 4 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:** As a technology magnet school, we are purchasing more technological devices and experiences to enrich the classroom instruction as well as focusing on computational thinking skills, one of 2 schools in Chicago focused on this initiative. We are a pilot school for implementing a research based CT framework into our Prek-8 curriculum. Strategically, we are including more research opportunities in our UbD units, more group projects to encourage student collaboration, PD on teacher use of Google Classroom, incorporating more instruction on media literacy. However, as a magnet cluster school, learning based on student initiation and discovery could be much more greatly enhanced. Standards based materials, in both English and Spanish, are aligned to support units and differentiation. Teams create units with cultural relevance. We purchase materials that are CC aligned. Teachers have access to well-stocked classroom libraries and online resources such as ST Math, ThinkCerca, Brain Pop, Triumph Learning, RAZ, TTM, and Teach to One. iPads are a key instructional tool to provide equity and access for our ELs and DLs. We also have technological resources such as smartboards, document cameras, computers, etc. In Kdg - 4th grade, students use ability leveled learning apps such as ST Math, Starfall, BrainPop, ABC Mouse, Learning A-Z and assorted foundational skills development apps. In 5 - 8 grade language arts teachers use iPads for ThinkCERCA, a challenging argumentative reading and writing program that provides leveled options for groups of students. However, many iPads are no longer in working order and make it difficult to implement many . We continue to purchase new

and upgrade existing tech. In grades 6-8 chromebooks are used as the main instructional tool for delivery of the differentiated TEO math curriculum. 6-8 grade science teachers use iPads and Chromebooks to supplement the Amplify curriculum. Engage New York math curriculum is printed and organized in binders for teachers at the beginning of the school year. Each grade level team received CCSS aligned math manipulatives for their modules. Novel sets and books selected for units K-8 are aligned to content based units. Facing History and Ourselves units and instructional materials are used in grades 6-8. We continued our partnership with Jane Fleming and the Erikson Institute for both math and literacy professional development until changes in Network led to new Learning Summits Grade level teams will have Budget Team Leaders who will communicate between team and administration re: budget allocations for next year.

- 4 - Balanced Assessment and Grading
  - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 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
  - 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
  - 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
  - 4 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
  - 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
  - 3 Improve and promote assessment literacy
  - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** BOY PD focused on Best Practices in Grading with the overall objective of increasing our student On-Track rate. Teachers reviewed the team assessment weights. In addition, the staff was polled on strategies that could impact our on-track report. The 2 strategies implemented are eliminating too little too late, entering a few assignments at the BOY and more at EOY, timely entering should be evenly distributed. On Track reports are issued to parents at each report card pickup. Teachers create common assessments at grade level based on Common Core Standards. These formative and summative assessments build on the performance tasks which were created by teachers using the Understanding By Design (UbD). Common rubrics are created for grade level assessments. Data is gathered from these common assessment in order to revise and refine instruction. In RLS, 89% of teachers scored proficient in 1E, Designing Assessment, with 11% scoring basic. There has been increased attention to aligned assessments across the grade level and aligning to standards. MPIs in unit plans ensure assessments are accessible to all students. Accommodations and modifications are drafted



from special education teachers collaborating with grade level teams for instruction in inclusive, resource, and separate settings. We provide a continuum of services at all grade levels. Differentiation is a key component in the UBD and reviewed at team meetings and in pre-conferences. In deciding to implement EngageNY and PBIS Science, our math and science program is more rigorously aligned to common core and NGSS. TTO, upper grade math, derives daily instruction by the prior day's exit assessment, to create daily flexible grouping. Grade level teams review standardized test results, create common assessments (both formative and summative), and monitor assessments for proper differentiation. Teams periodically review student work and collaborate on common rubrics. Grade level teams also review MAP assessments and RIT scores to create flexible grouping in classes. In addition, consistent weighting of grades exists across each grade level. Students receive grades for all courses, including specials such as computer class, writing, 2nd step, PE, and art/music/dance. MTSS process allows for progress monitoring via traditional classroom assessments and strategies as well as electronically via Skills Locator, RAZ, Triumph, etc.

- 4 - MTSS

- 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 4 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)
- 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)
- 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)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 4 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)

- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 4 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)
- 4 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)
- 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)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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)
- 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)
- **Evidence:** Our MTSS coordinator works with lead teachers to guide gen ed teachers in healthy ID of tier 2/3 at-risk students, selection of intervention, and progress monitoring. Our Reading Specialist is bilingual and works closely in grades 3-5 to support EL Tier 2/3 students as well. Our teachers are growing in confidence in the progress and we are working to support their argumentation in ASPEN. Our counselor focuses her attention on SEL Tiers 2 and 3, student emotional health, and student transitions to high school. T1 supports, practiced by all staff, allow for progress monitoring to intervene early and allow for enrichment and to measure success of the interventions. This general education initiative allows regular ed teachers to monitor students to determine which students may need T2 interventions using on-track BAG reports and our Tier 2 Intervention progress monitoring document tool. Strategies also include SS Grin, Checkin/out, Zoo U, and our MTSS intervention system which includes data collection and problem identification. TIER 2 students progress to TIER 3 when necessary. Student

data is presented to the MTSS team after all other interventions have been exhausted. Our counselor and staff review targeted students with each teacher, review data, and create a support plan with progress monitoring. Other school wide incentives created by the Gray Climate team include a reward system for healthy attendance including celebratory attendance bulletin boards and monthly attendance rewards such as out of dress code passes, hoof ticket rewards, a streamlined discipline referral system, and 8th grade success contract. ELs and DLs transitions are progress-monitored. MTSS tracks truant at-risk students with home visits and referrals to SASS and Lutheran Social Services. Special education funding buckets will be created for RSPs, teachers, and case manager to conduct testing and staffing for the newly identified at-risk students in March, April, May.

- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 4 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:** Our parent response rate on the 5E improved 11% this year and we hope to increase another 10%. Our average school recommendation went up from 8.1 to 8.3. Our teacher-parent partnership score jumped 14 points from a 41 to 55! Parents who felt that teachers treat them with respect increased 7 pts from a 78 to an 85! Parent Teacher subscores improved on ALL items! We are on an upward trajectory and our goal is to maintain this momentum. Our parent satisfaction has improved, due to a large part in fostering community connections. We have added an additional part time therapist via LSSI to help support our Tier 3 students struggling with mental health issues. We have developed partnerships with Chicago Children's Behavioral Health Hospital and Alternative Youth who have provided much needed parent education and mentor support. However, these partnerships are not enough to help our counselor provide targeted SEL support. We are in the process of creating partnerships with Youth Outreach, Sandy Hook Promise program, etc. These partnerships encompass whole group engagement, small group sessions, and targeted 1:1 counseling. Student cohorts will be created in dashboard to assist in progress monitoring their grades, attendance and behavior. Student surveys will also be distributed pre and post therapy. Our BHT meets bi-weekly and will track student attendance, behavior, and on-track rates for whole school and targeted Tier 2 and 3 students. ILT/MTSS team meets on alternating weeks. Data will be pulled from Dashboard, Verify Logger Dashboard, and the BHT will then follow the problem solving protocols by diving into root causes, create hypotheses, and progress monitor. This data will then be shared with the ILT/MTSS team for analysis of school wide trends and CIWP progress monitoring. Our pre-k program, now full day, focused on early intervention while our summer instruction program helps at-risk students receive support. The K children are placement tested for determination of bilingual or regular education programs. Our IEP team develops transition plans for DL 8th grade students, allowing for a more seamless and focused transition to secondary school and post-secondary life. Our counselor

helps with the high school transition for both students and parents with high school visits, computer lab support during the application process, and workshops on the selective enrollment process, 8th Grade Success Contract, Naviance, and healthy parenting skills. Our focus has been on success at the high school level, but we would like to expand into college success strategies. Upper grade students complete an interest survey to begin their exploration of post-secondary careers. In addition, she offers support programs such as Check In/out, SS Grin, Restorative Conversations, CBITS, etc. 99% of our students completed their GoCPS applications. MTSS discussions are held with admin and counselor to review initial data collection and problem-solving steps. PLCs collaborate to create intervention strategies across grade levels. Discussions include progress monitoring, intervention plan implementation and student response. The entire staff was trained in Second Step and CHAMPS to foster healthier classroom climates and cultures. 2 Second Step coordinators share weekly mini-units with homeroom teachers. DOJO is utilized to increase parent connection to student success and school life; Verify Logger works to help streamline communication to all staff for individualized attention for all students. Our climate team created a PBIS program to help with attendance and discipline through a proactive positive support system in lieu of reactively addressing negative behaviors. Our attendance clerks use a variety of incentives including hoof tickets, homeroom celebrations, honor ribbons, etc. to reward positive attendance records.

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** The 5E showed average implementation for Teacher-Principal trust. A focus this year has been on improving relationships between principal and staff, building trust and cohesiveness. The school vision and mission should be more clearly articulate to all stakeholders, thereby building trust and confidence. As the principal enters her renewed contract, the professional growth will focus on laying out a clearer vision and mission. Teachers feel fairly committed to the school, and also gave a neutral score to teacher-teacher trust. Engaging staff in school improvement and leadership capacities such as team budget lead, PPLC, ILT, etc. is a strategy to empower teachers. However, the report also shows that students and parents feel respected by teachers. This is typically a high score for our school as the teachers provide a healthy learning environment. Positive relationships exist between students and adults throughout the day including classrooms, hallways, and playground. Interactions are respectful and meaningful for a vast majority. Teachers foster academic as well as professionally personal relationships with students and their families. Various teachers and staff serve as mentors to our students. There is a school-wide belief in rewarding positive behavior than chastising negative behavior. After school programs allow for social enrichment and additional positive engagement between staff and students. After school activities are diverse, ranging from sports to creative to SEL focused, to further build relationships between students and teachers. For

example, Girls on the Run allows for SEL in the context of good health, both physical and emotional. IMSA focuses on science and technology skills, and a range of sports teams allows for team building and school spirit. Clear expectations, such as the 8th Grade Success Contract, help to focus students on achievement. Adherence to the Student Code of Conduct has been implemented.

- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Our focus on the TRU rubric is helping teachers create more engaging units and supplying them unique strategies and ideas to include more student ownership of their learning including more 1:1 conferencing, student collaboration, and K-4 Daily 5/Cafe. An area of concern will be how to continue the trend of the Daily 5/Cafe framework into grades 3-5. Despite reduced funding, some active after school programs exist including: newspaper, yearbook, IMSA, choir, homework help, fall-winter-spring sports, Girls on the Run, yoga, Lawyers in the Classroom, etc. However, after reapplying for grant funds, our extracurricular activities expanded in February to include a theater partnership with Chicago Children's Theater, a modern band for 42 students, and an after school Art class dedicated to the student choice of painting closet doors to beautify the campus. Student Council is very active especially with service projects, and spirit week, Students start the day with announcements/pledge in the am. More classroom incentives include best attendance, most improved attendance, healthiest eating challenge, etc. Our attendance decreased last year by .5 despite a tumultuous political and contractual year. Our student's SEL and mental health support continues to be a school priority. Our mission is to help create a well-rounded, academically prepared individual, equipped with skills to ensure their future success. By increasing our partnerships with support agencies, we hope to equip students to self-manage their emotions, develop a skill set to help them through crises, and identify at-risk indicators for early intervention. Our goal is to increase student capacity to manage emotional noise and develop a repertoire of skills to help de-escalate and manage stress. Our goal is to reduce discipline infractions by 5% and increase restorative conferences. Our action steps will include providing students with small groups and classroom instruction on specific topics to help students to become more resilient in difficult emotional situations. With this instruction, students have opportunities for goal setting, positive decision-making, communication and developing leadership skills which will assist them as students and in the future. The BHT will identify and monitor Tier 2 and Tier 3 students with a pre-screener and an identical post-screening tool (SDQ). The information from the SDQ, Student Difficulties Questionnaire will be entered on the the MTSS logging tool and when necessary a group will be developed on Dashboard to progress monitor the student's Behavior, Grades and Attendance while participating in a targeted group. The ILT/MTSS and BHT teams meet biweekly and data will be monitored from Dashboard, Verify Logger

as well as any other specific anecdotal concerns noted by staff members to monitor student trends (improved attendance, grades and discipline referrals).

- 4 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 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)
  - 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)
  - **Evidence:** Student misconduct occurred most frequently during the lunch and recess periods. A Dean of Culture and Climate position was filled. This attention to climate has caused a steep decline in misconduct. MOY data indicates only 14 misconducts compared to 67 at EOY last year. This is a third of the issues, the same percentage 3 years in a row. PBIS, 2nd Step, and Champs has helped to build emotional safety. Effective use of support staff is in place for supervision of students beyond the school day for both before and after school activities with tight schedules of times and assignments. Two highly effective security officers have been hired who are also trained in Champs and restorative conversations. They are a strong visible presence and vigilant in securing the buildings. The CPS Student Code of Conduct is strictly enforced. Communication by walkie-talkie ensures rapid response. In addition, there is a shift from punitive to restorative practices including student-led mediation, entry circles, conflict resolution, check in/check out, teacher-student mentor, peer mentor, etc. Safety protocol is reviewed at the start and middle of the school year, including a new emergency clipboard system. All FIMS requirements are met. At the beginning of the year, mini boot camps were held for all students on school-wide procedures for common areas- bathroom, hallway, lunchroom- to ensure common language and expectations. There is a reward system in place for students who meet school-wide expectations. When a classroom earns 30 Hoof Tickets, they are free to select a prize of their choice including extra recess, extra computer time, game time, dress down day, etc. The lunchroom is staffed with any available school staff to ensure smooth transitions and safety. There is a floor by floor restroom schedule to ensure student safety.
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 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)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** This is the 6th year that the Gray PBIS has been implemented. The PBIS includes school non-negotiables, Gray belief system, a streamlined discipline process, Hoof ticket reward system, boot camp on appropriate behaviors throughout the building, and an attendance reward system. We have included SS Grin, Checkin/out, PD on restorative practices and conversations, and alternatives to suspension. Restorative conversations are a first step in intervention

with students given a chance to discuss behavior that needs improvement. All staff implements Student Logger. This school logging tool has helped us to increase the communication between staff. Our teachers, counselor, counseling intern, case manager, security and administrators are better able to communicate about positive and negative occurrences in the classroom. A more timely response is now part of our daily routine due to increased communication between school personnel. 87% of teachers have used the tool to log interactions with parents and students. For the past 5 years, our counselor has been relieved of case management duties. She is now better able to connect with students and manage more immediate SEL needs within our school population. She is also able to meet with small groups (SS Grin) All staff received training in 2nd Step and Champs. When used consistently, behavior and climate is changed drastically. It reinforces positive behaviors and attitudes which enables students and teachers to focus on learning. At regular PD, our Champs experts present best practices and provide voluntary coaching for teachers in need of support. Second Step presents to parents throughout the school year and at parent-teacher conferences. Our staff has received training Zoo U, SS Grin, Check in/out, CBITS, and restorative practices and alternatives to suspension. An organizational chart for AP assignments for discipline was issued to staff to clearly delineate responsibilities. We have expanded use of detention and ISS, resulting in fewer suspensions. Adult mentoring after school- providing small group SEL support to struggling students on an as needed basis Youth mental health training for security staff, additional training for restorative practices Recess coaching provides staff opportunities to increase restoration circumstances. Intern Social Worker who assists Social Worker with case load Partnership/Grant with Lutheran Social Services which provides the school with a counselor two days a week. There has been a decrease in escalation of behavior issues.

- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 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).
  - 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)
  - 4 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
  - 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)
  - **Evidence:** Parent engagement has shown some improvement according to the 5 E. Response rates increased by 11%, average school recommendation increased from 8.1 to 8.3; teacher-parent partnership score jumped 14 points from 41 to 55. In addition, parents who felt that teachers treat them with respect increased 7 points from 78 to 85. All parent teacher subscores improved on all items. Therefore, more attention has been devoted to involving our families including academic workshops to social engagements such as Fine Arts Night, Open

House, and Spirit Week. NCLB funds are utilized to have teachers conduct parent curriculum nights. In addition, parent education workshops on how to discipline with love, sex education, drug use, and the parent portal are offered. Monthly newsletters in Spanish and English from both the teacher and principal, robocalls, school marquee, regularly updated website, twitter, email are used to communicate with parents. There are regular, monthly LSC meetings, BAC /PAC meetings, PPLC, and PPC meetings. A parent/student handbook and teacher handbook are distributed at the beginning of the school year. Our counselor hosts parent night for 6-8 grades on topics including the high school selection process, student transitions, and parent education. Lutheran Social Services Of Illinois- LSSI has partnered with Gray to provide individual and family counseling to Gray students. The providers see students in the school as well as at their facility in the neighborhood. Constitutional Rights Foundation- Attorneys visit classrooms and review specific legal cases with students as well as the skills needed for careers in law. Facing History and Ourselves National Foundation, Inc.- The teachers in grades 5-8 utilize this program where explicit rules and implicit norms protect each student's right to speak; differing perspectives can be heard and valued; where members take responsibility for themselves, each other, and the group as a whole; and where each student has a stake and a voice in collective decisions. This program helps to build safe and reflective classroom communities. Girls on the Run- GOTR is a program that gives girls confidence and healthy habits. The Heart & Sole Curriculum helps girls develop life skills to guide them through adolescence and beyond. Each week the students take part in training activities that build endurance for a culminating 5k running event. This program is open to girls in grades 3 through 8. 3-C Institute for Social Development- Zoo U, an online screener has been used to determine identified student's social emotional strengths and weaknesses to determine where they need support. S.S. Grin is used in 10-week blocks for identified students who need support with social skills training. This is a Tier 2 intervention. Youth Alternatives- Alternatives provides ongoing support with Peace Circles and Restorative Practices Children's Memorial Hospital DBA Ann and Robert H. Lurie Children's Hospital of Chicago- Provided initial training and will provide ongoing support for (CBITS)- Cognitive Behavioral Intervention for Trauma in Schools. Metropolitan Family Services (3249 North Central) - Metropolitan is a local agency that Gray has referred students to for individual and family services. They have provided support to many of our students and are very helpful in providing suggestions in ways to help them when they are in school. Umoja Student Development Corporation- The administrators and counselor attended workshops and received materials that are utilized here at Gray. The topics that were covered included, Restorative Justice and Alternatives to Suspension. NorthLight Theater and Chicago Children's Theater Collaboration with the Art, Dance, and Music teachers to support our classroom work to enhance arts education and with Northlight Theatre. Dyson Foundation grant to explore engineering concepts and principles. IMSA - Illinois Math and Science Assoc. partners with our science teachers to offer after school science enrichment. Irving Park YMCA and Kiddieland- These organizations collaborate with parents of the Gray Community to provide after school care for students in need of extended care for homework and recreational purposes. The Belmont/Cragin Branch of the Chicago Public Library - Librarians visit classrooms and parent meetings to present homework help and other programs offered at the library. This year parents have been working together to establish and promote a Parent Teacher Organization. So far parents have sponsored a movie, fundraisers and a STEM field trip to a Blackhawks game. Parents are planning an



auction for the spring. There have been some parents who have volunteered to work in the classrooms. Representatives from the PTO have attended a staff meeting to introduce themselves and the organization to inform teachers that they will be asking for input on how they can better serve the Gray Community. We have shifted case management duties from the counselor to a special education teacher due to the fact that many of our students struggle with mental health issues. We have developed partnerships with Chicago Children's Behavioral Health Hospital, Alternative Youth, and Big Brothers/Sisters who have provided much needed parent education and mentor support. However, these partnerships are not enough to help our counselor provide targeted SEL support. In addition, the principal, assistant principals, case manager, counselor and librarian rotate providing 2nd Step Instruction to help make the material more meaningful to our students. Our parent response rate on the 5E improved 11% this year and we hope to increase another 10%. Our average school recommendation went up from 8.1 to 8.3. Our teacher-parent partnership score jumped 14 points from a 41 to 55! Parents who felt that teachers treat them with respect increased 7 pts from a 78 to an 85! Parent Teacher subscores improved on ALL items! We are on an upward trajectory and our goal is to maintain this momentum. Our parent satisfaction has improved, due to a large part in fostering community connections. We are in the process of creating partnerships with LSSI, Youth Outreach, Sandy Hook Promise program, and the initiation of a Gray PTO. These partnerships encompass whole group engagement, small group sessions, and targeted 1:1 counseling. Student cohorts will be created in dashboard to assist in progress monitoring their grades, attendance and behavior. Student surveys will also be distributed pre and post therapy. Our BHT meets bi-weekly and will track student attendance, behavior, and on-track rates for whole school and targeted Tier 2 and 3 students. ILT/MTSS team meets on alternating weeks. Data will be pulled from Dashboard, Verify Logger Dashboard, and the BHT will then follow the problem solving protocols by diving into root causes, create hypotheses, and progress monitor. This data will then be shared with the ILT/MTSS team for analysis of school wide trends and CIWP progress monitoring.

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## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	1
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2

Score	Framework dimension and category	Area of focus
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
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
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

## Goals

### Areas of critical need and root cause analysis

Area of Critical Need 1	On the 5E, students rate themselves critically low in confidence, grit, and connectedness.
Root cause 1	Structures and processes are not in place to ensure successful transitions and equitable access to HS/college curriculum beyond k-8 and students/parents are not exposed to academic and professional worlds.
Area of Critical Need 2	Math growth is stagnant in all grades and subgroups.
Root Cause 2	Math instruction is inconsistent among classes and grade levels; components of a balanced math literacy block lack student ownership and choice, minilessons, independent and small group learning, and individualized conferring and feedback.
Area of Critical Need 3	Literacy growth is at slow pace and inconsistent among grade levels.
Root Cause 3	Literacy instruction is in initial stages of implementing multi-tiered systems of support including individualized conferring/feedback and effective questioning and discussion techniques

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate  Our overall average is 94.93. These groups are below average.	Male		95.00	95.50
	African American		93.25	94.25
Vision: NWEA Growth G3-8 (Reading)  Overall is 61.79%. These groups are substantially lower. Our Access scores also continue to be poor.	Students with IEPs		48.00	50.00
	EL		52.00	54.00
Vision: NWEA Growth G3-8 (Math)  Math growth is stagnant across all groups	Students with IEPs		43.00	45.00
	Other Race		55.00	57.00
(Blank)				
(Blank)				

## Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> (Blank)			95.00		

## 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...	Build a thorough understanding of a more equitable and accessible school mission of higher order computational thinking, not just academically but in social and emotional growth and well-being for a healthy post-secondary life
Then we see...	students with skills in persistence in working with difficult problems and tolerance for ambiguity; more parents expressing an understanding of technical education and how to support their children academically and social-emotionally; more effective uses of integrated tech competency in 21st Century skills
which leads to...	confidence in dealing with open ended problems with higher levels of complexity as measured through 5% increase in passing rate on unit formal and summative assessments, projects; 5 % increase in students achieving meet or exceeds on district wide assessments; 2 additional performance tasks per year; 5 % increase in students and parents reporting very strong in 5E in confidence, grit and connectiveness between student-school-community-parent; students will become more motivated to seek more challenging high school environments by selecting at least 5 specialty programs during CPS HS enrollment; 8% decrease in behavior referrals; 2% increase in attendance.
Budget Description	
Tags	Student Voice, Engagement, and Civic Life, ECCE: Career and Technical Education, Equity: Liberatory Thinking, MGIB: Magnet Programs, OSCPA: Academic Advising, OSCPA: College and Career Readiness, OSCPA: Postsecondary Pathway Advising & Planning, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> <li>(Not started) Participate in a research study pilot with Education Development Center and CPS CS4ALL to implement a pilot framework and tools designed to help access readiness to integrate CT.</li> </ul> <p>Tags: Transitions, College &amp; Career Access, &amp; Persistence, Literacy: Shift 4-21st Century Professional Learning, MGIB: Magnet Programs</p> <ul style="list-style-type: none"> <li>(Not started) Implement the Scratch Encore program in MS of a culturally relevant intermediate scratch curriculum</li> </ul>

Tags:Transitions, College & Career Access, & Persistence, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, Literacy: Shift 4-21st Century Professional Learning, MGIB: Magnet Programs

- (Not started) Continue partnership with Purdue Univ., Dyson, etc. to incorporate an engineering project to improve school culture and climate

Tags:ECCE: Career and Technical Education, Literacy: Shift 4-21st Century Professional Learning

- (Not started) Continue rich student directed after school activities including Student Voice, Student Council, etc. to build a collaborative and empowering stakeholder community to promote liberatory thinking

Tags:Student Voice, Engagement, and Civic Life, Equity: Liberatory Thinking

- (Not started) Offer professional development on Equity and Access to all staff

Tags:Equity: Fair Policies and Systems

- (Not started) Rich social emotional curriculum including Second Step, Act and Adapt, Calm Classroom, SS Grin, Anger Coping, CBITS, Check in Check out, Bounce Back, etc. led by Dean and Counselor using the BHT to help direct and steer; use of student Logger to track referrals and monitor dashboard for data analytics to determine patterns and trends

Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

- (Not started) Incorporate Naviance and Second Step SEL program into weekly schedule for equal access for all students; share via DOJO topics of the week

Tags:Transitions, College & Career Access, & Persistence, OSEL: SEL Instruction

- (Not started) PD on computational thinking framework and design process

Tags:ECCE: Career and Technical Education, FACE2: Community Partnerships

- (Not started) Offer numerous curriculum nights, Open House, STEAM Night, etc. for parent involvement in decision making, involving more less-involved parents

Tags:Arts Education: Building a Student-Centered Arts Classroom, FACE2: Parent Engagement, MTSS: Family and Community Engagement

- (Not started) Continue our partnership with LSSI and Youth Outreach Services to continue Tier 2 and 3 supports

Tags:FACE2: Parent Engagement, MTSS: Family and Community Engagement

	<ul style="list-style-type: none"> <li>(Not started) Continue our partnership with Facing History for robust and rigorous content that revolves around equity, emotional engagement and ethical reflection; continue the We Know We Matter campaign to reflect this commitment in each classroom; school wide use of Facing History Toolkit  Tags:Curriculum, Equity: Inclusive Partnerships, Equity: Liberatory Thinking, Equity: Targeted Universalism</li> <li>(Not started) Use Gray PBIS to develop strong Tier 1 behavior expectations, define clear discipline system, use CHAMPs approach for positive behavior management, with a reward system for individual and homeroom accomplishments  Tags:CBE: SEL Integration, CBE: Supports, Interventions, or Extensions, Equity: Liberatory Thinking, Equity: Resource Equity, Equity: Targeted Universalism</li> <li>(Not started) Monitor attendance and on-track metrics via attendance Nudge Letters, On-Track letters, 1:1 student conferences, 8th grade Success Contract, parent informational meetings  Tags:Transitions, College &amp; Career Access, &amp; Persistence, Equity: Targeted Universalism, OSCP: Tier 1, OSEL: Supportive School Environment</li> <li>(Not started) Facing Hlstory partnership will focus on building media literacy skills including fact based analysis and evaluation of source validity and reliability.  Tags:Curriculum, Equity: Liberatory Thinking, Equity: Resource Equity, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2- Extensive Discussion to Build Academic Language, Literacy: Key Practice #4- Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 4-21st Century Professional Learning</li> </ul>
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**Strategy 2**

If we do...	Develop a framework for structuring math block instruction to support students, especially DL and EL, in developing independence, stamina, and accountability
Then we see...	.students engaged in personalized learning activities independently or in flexible groups while the teacher confers on individual needs and next step goal setting
which leads to...	10% Increase in students learning to self evaluate and build a longer and more rigorous trajectory of goals tracked via Naviance; 5% increase in teachers reporting Very Strong in Program Coherence and Ambitious Instruction and students reporting in Ambitious Instruction for Math and Academic Engagement; improve school-wide math achievement by 5% in growth in all grade levels on NWEA ; 3 % higher passing rate on classroom assessments; 2% increase in student attendance, on-track rates, and a 10% decrease in behavioral referrals
Budget Description	

<p>Tags</p>	<p>Instruction, Balanced Assessment and Grading, MTSS, Equity: Inclusive Partnerships, Equity: Targeted Universalism, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Curriculum &amp; Instruction, Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li> <p>• (Not started) Instructional Core Walks to drive PD 2x a year</p> <p>Tags:Leadership for Continuous Improvement</p> </li> <li> <p>• (Not started) Partner with Math For All to implement a neurodevelopmental framework for selected grades</p> <p>Tags:Instruction, Equity: Fair Policies and Systems, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality</p> </li> <li> <p>• (Not started) Grade level Lead teacher will support the implementation of differentiated strategies from framework with dedicated team meetings for this collaboration</p> <p>Tags:Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p> </li> <li> <p>• (Not started) Continue to analysis student data via Insight Report, Locator, Individualized student report, etc.</p> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> </li> <li> <p>• (Not started) Implement Daily 3 in selected grades: Math by myself, Math writing, Math with someone</p> <p>Tags:Instruction, Equity: Targeted Universalism, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> </li> <li> <p>• (Not started) Offer summer planning and professional development time for teachers</p> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Teacher Leader Development &amp; Innovation: Distributed Leadership</p> </li> <li> <p>• (Not started) ThinkCerca math for grade 5 accelerated students for mathematical argumentation</p> <p>Tags:CIDL: Digital Learning, Equity: Resource Equity</p> </li> <li> <p>• (Not started) Offer PD on using comprehension strategies to support word problem and math vocabulary</p> </li> </ul>

Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language

### Strategy 3

If we do...	If we create balanced literacy structures that prioritize multi tiered systems of support with more effective conferring and questioning/discussion
Then we see...	support for DL and EL students embedded in units, greater utilization of co-teaching models that are individualized to the needs of these students and a more thorough and efficient MTSS system to track academic and SEL supports and progress
which leads to...	increased teacher practice and proficiency evidenced by 5% increase in teacher reporting Very Strong on Collaborative Teachers and a 5% increase in student reporting Very Strong on Academic Press in the 5E; 4% increase in students? reaching 4.8 composite score on ACCESS: 3% more students reaching Green and Blue on MOY and EOY on TRC/Dibels; a growth delta greater than 20 at MOY 3 and a 3% increase in Literacy Growth scores in Meeting and Exceeding Growth at EOY on NWEA; 5% increase in passing rate on unit assessments; 10% decrease in behavioral referrals; 2% increase in DL attendance
Budget Description	
Tags	Instruction, Equity: Resource Equity, Equity: Targeted Universalism, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> <li>(Not started) Instructional Core Walks as a highly productive tool for PD as the 5E reports that we are rigorous and focused with very strong collaborative practices Tags:Leadership for Continuous Improvement, Relational Trust</li> <li>(Not started) PD on effective strategies to build student ability to engage in rigorous questioning and discussing Tags:Instruction, Equity: Liberatory Thinking, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</li> <li>(Not started) PD with conferring with record keeping and progress monitoring Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Improving Assessment Literacy</li> <li>(Not started) Independent reading built into the literacy block with fidelity to build a culture of responsible reading Tags:Instruction, Literacy: Key Practice #1-Abundant Reading of Diverse Texts</li> </ul>



- (Not started) Using the Hess matrix, analyzing learning activities and performance tasks for rigor and differentiation especially for DL and EL

Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, ODLSS: Instructional Quality, OLCE

- (Not started) utilize MTSS interventionists and MTSS lead to identify low and high achieving students, collect baseline data, identify intervention, and progress monitor

Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation

- (Not started) Offer PD on highly efficient grouping with learning continuum

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth

- (Not started) Middle school alignment of Jennifer Serravallo's progression of reading tasks; provide hard copy of text to all teachers

Tags:Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) PD on Engaging students in discussion and argumentation with text based evidence and critical analysis

Tags:Equity: Liberatory Thinking, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language

- (Not started) Grade level alignment around appropriate word work during the literacy block

Tags:Curriculum, Literacy: Key Practice #3-Frequent Process-based Writing

- (Not started) Utilize CommonLit in all 3-8 literacy classrooms to help support text based evidence discussion and writing, especially for DL and EL students ; provide PD at start of the school year; continue use of ThinkCerca for Group 9

Tags:Literacy: Key Practice #3-Frequent Process-based Writing, ODLSS: Instructional Quality, OLCE

- (Not started) Facing History partnership will focus on building media literacy skills including fact based analysis and evaluation of source validity and reliability.

Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

# Action Plan

## Strategy 1

Participate in a research study pilot with Education Development Center and CPS CS4ALL to implement a pilot framework and tools designed to help access readiness to integrate CT.

Sep 07, 2020 to Oct 30, 2020 - Admin, 3 teacher leaders

Implement the Scratch Encore program in MS of a culturally relevant intermediate scratch curriculum

Sep 21, 2020 to May 28, 2021 - Computer Science Teacher

Continue partnership with Purdue Univ., Dyson, etc. to incorporate an engineering project to improve school culture and climate

Sep 07, 2020 to Jan 02, 2021 - CS Teacher

Continue rich student directed after school activities including Student Voice, Student Council, etc. to build a collaborative and empowering stakeholder community to promote liberatory thinking

Sep 07, 2020 to May 29, 2021 - Clerk and Teachers

Offer professional development on Equity and Access to all staff

Sep 21, 2020 to Jan 30, 2021 - Admin

Rich social emotional curriculum including Second Step, Act and Adapt, Calm Classroom, SS Grin, Anger Coping, CBITS, Check in Check out, Bounce Back, etc. led by Dean and Counselor using the BHT to help direct and steer; use of student Logger to track referrals and monitor dashboard for data analytics to determine patterns and trends

Sep 07, 2020 to May 01, 2021 - Counselor, Dean, BHT

Incorporate Naviance and Second Step SEL program into weekly schedule for equal access for all students; share via DOJO topics of the week

Sep 07, 2020 to Jun 12, 2021 - Counselor and teacher leads

PD on computational thinking framework and design process

Sep 21, 2020 to May 29, 2021 - CT Lead teachers

Offer numerous curriculum nights, Open House, STEAM Night, etc. for parent involvement in decision making, involving more less-involved parents

Sep 07, 2020 to May 01, 2021 - AP

Continue our partnership with LSSI and Youth Outreach Services to continue Tier 2 and 3 supports

Sep 07, 2020 to May 29, 2021 - Counselor

Continue our partnership with Facing History for robust and rigorous content that revolves around equity, emotional engagement and ethical reflection; continue the We Know We Matter campaign to reflect this commitment in each classroom; school wide use of Facing History Toolkit

Sep 07, 2020 to Mar 06, 2021 - Curr. coach and teachers

Use Gray PBIS to develop strong Tier 1 behavior expectations, define clear discipline system, use CHAMPs approach for positive behavior management, with a reward system for individual and homeroom accomplishments

Sep 14, 2020 to May 01, 2021 - Dean and Counselor

Monitor attendance and on-track metrics via attendance Nudge Letters, On-Track letters, 1:1 student conferences, 8th grade Success Contract, parent informational meetings

Sep 07, 2020 to Jun 19, 2021 - Counselor, Dean, AP

Facing History partnership will focus on building media literacy skills including fact based analysis and evaluation of source validity and reliability.

Sep 07, 2020 to May 29, 2021 - Facing History Lead Team

## **Strategy 2**

Instructional Core Walks to drive PD 2x a year

Nov 02, 2020 to Mar 08, 2021 - AP and ILT

Partner with Math For All to implement a neurodevelopmental framework for selected grades

Sep 14, 2020 to Jun 19, 2021 - Principal, curriculum coach, team leads

Grade level Lead teacher will support the implementation of differentiated strategies from framework with dedicated team meetings for this collaboration

Sep 28, 2020 to Apr 03, 2021 - Curriculum coach and team leads

Continue to analysis student data via Insight Report, Locator, Individualized student report, etc.

Oct 05, 2020 to May 01, 2021 - AP and curriculum coach

Implement Daily 3 in selected grades: Math by myself, Math writing, Math with someone

Sep 14, 2020 to Jun 19, 2021 - Teachers

Offer summer planning and professional development time for teachers

Jul 06, 2020 to Aug 28, 2020 - Principal, CC

ThinkCerca math for grade 5 accelerated students for mathematical argumentation

Sep 07, 2020 to Jun 12, 2021 - Teachers

Offer PD on using comprehension strategies to support word problem and math vocabulary

Sep 07, 2020 to Apr 17, 2021 - CC

### **Strategy 3**

Instructional Core Walks as a highly productive tool for PD as the 5E reports that we are rigorous and focused with very strong collaborative practices

Oct 05, 2020 to Apr 03, 2021 - AP and ILT

PD on effective strategies to build student ability to engage in rigorous questioning and discussing

Sep 03, 2020 to May 29, 2021 - Curr. Coach

PD with conferring with record keeping and progress monitoring

Sep 21, 2020 to May 22, 2021 - Curr. Coach

Independent reading built into the literacy block with fidelity to build a culture of responsible reading

Sep 14, 2020 to Jun 19, 2021 - All teachers

Using the Hess matrix, analyzing learning activities and performance tasks for rigor and differentiation especially for DL and EL

Sep 07, 2020 to Jun 18, 2021 - All teachers

utilize MTSS interventionists and MTSS lead to identify low and high achieving students, collect baseline data, identify intervention, and progress monitor

Sep 14, 2020 to May 29, 2021 - Reading Specialist, MTSS lead

Offer PD on highly efficient grouping with learning continuum

Aug 05, 2020 to May 22, 2021 - Curr. Coach

Middle school alignment of Jennifer Serravallo's progression of reading tasks; provide hard copy of text to all teachers

Sep 14, 2020 to Jun 19, 2021 - All teachers

PD on Engaging students in discussion and argumentation with text based evidence and critical analysis

Sep 07, 2020 to Mar 12, 2021 - Curr. Coach

Grade level alignment around appropriate word work during the literacy block

Sep 07, 2020 to May 14, 2021 - All teachers

Utilize CommonLit in all 3-8 literacy classrooms to help support text based evidence discussion and writing, especially for DL and EL students ; provide PD at start of the school year; continue use of ThinkCerca for Group 9

Sep 21, 2020 to Jun 19, 2021 - All teachers

Facing History partnership will focus on building media literacy skills including fact based analysis and evaluation of source validity and reliability.

Sep 07, 2020 to May 29, 2021 - Facing History Lead Team

## Fund Compliance

### ESSA Program

ESSA Schoolwide Program

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

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

### ESSA Schoolwide Program

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

CIWP is conducted via a comprehensive analysis including School Excellence Framework, Root Causes Analysis, Instructional Walks, Goal Setting, Framework Priorities, Strategy development, Fund Compliance, and Parent and Family Plan.

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

Teachers continuously work as team to increase rigor, create meaningful units via research based curriculum programs, MTSS allows for accelerated learning, and appropriate staffing of special education teachers and resources.

**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.**

Our CIWP addresses the identified instructional methods and strategies via Instructional Walks, Root Cause Analysis, teacher surveys, student surveys, parent surveys, etc. Target populations are identified through an analysis of MOY and EOY assessment results such as NWEA, TRC/Dibels, Access, IAR, etc.

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

MTSS is a support system to address the students who are low achieving, at risk of not meeting standards, or have SEL needs. Targeted research based strategies such as CheckinCheckout, Calm Classroom, Act and Adapt, etc. are implemented as needed.

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

CPS recruits and screens all applicants. At a school level, teams interview and select candidates to be inclusive of all stakeholders.

**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.**

A yearly PD plan is created by the Instructional Leadership Team inclusive of admin, special ed, counselor, dean, all subject and grade level teachers.

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

Regular workshops are provided through the use of ESSA parent funds. Family nights, open houses, parent teacher conferences, fine arts night, etc. are hosted on a regular basis.

**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.**

Students attend our PreK on campus and are matriculated into the general population to K.

**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.**

Each year the staff creates a school wide assessment plan which includes federal, state, local and teacher created assessments and evaluations.

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

MTSS is our support system that identifies weaknesses, selects appropriate intervention, and progress monitoring is conducted. Students are assessed at the end of the cycle for renewal or exit from the 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.**

All federal, state, and local services/programs that are available to our community will be implemented via the various departments.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Regular bimonthly meetings are scheduled and plans and goals are reviewed.

**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**

An annual meeting is held to explain Title I requirements and parent/student rights. A school-wide notice is distributed in English and Spanish inviting all parents to attend. Regular bimonthly meetings are held, LSC meeting dates are published on the calendar distributed monthly.

**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.**

The first parent meeting of the school year covers assessment tools used and how parents may use them to monitor student progress toward individual growth goals. Parents have access to grades through the Parent Portal to monitor student progress. Training is made available at each conference day and as needed by our Tech coordinator. Parents may monitor skill development through RAZ, Compass Learning and ST Math. Meetings are held monthly.

**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.**

NWEA and PARCC score reports are distributed to all parents, DIBELS parent reports are distributed to applicable parents. Teachers are available for conferences to discuss student progress.

**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.**

Letters are mailed directly from CPS informing parents if their teachers are NHQ.

**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.**

Regular workshops are provided through the use of NCLB parent funds.

**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.**

Regular workshops are provided through the use of NCLB parent funds.



**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.**

Parents are encouraged to volunteer in the school at beginning of the year open houses. Teachers contact parents to volunteer within their classrooms.  
After school assistance is offered to parents to complete the necessary paperwork to volunteer.

**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.**

Parent workshops are planned and held to integrate school activities and student success

**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 parent information is made available in Spanish and other applicable languages.

### **Policy Implementation Activities**

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

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

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

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

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

not applicable

### **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.)**

It is the mission of William P. Gray Elementary School to:  
? Prepare children to meet the challenges of the future

- Through the use of best practices in delivering instruction in reading, math, science and all other areas
- By providing appropriate curriculum materials for all learners
- By actively engaging all learners
- By differentiating instruction
- By providing access to the curriculum for all learners to meet academic challenges including those with special needs and limited English proficiency - By assessing student learning
- ? Promote self-growth and discipline
- ? Form partnerships with parent and community organizations to improve learning.
- ? Provide all children with a safe and productive 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.**

Report card pick ups are determined by CPS. Additional conferences are held 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.**

Parents receive a progress report every five weeks. Gradebook is updated in a timely fashion so that parents can log in and view their child's assignments and grades.

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

School staff is available to meet with parents during their preparation time, before and after school (when arranged ahead of time.) Staff will also return phone calls and emails to parents.

**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 within individual classrooms, on field trips, and on the playground

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

Parents can monitor their children's learning via progress reports, regular newsletters, and Gradebook

**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 have the opportunity to confer with the school at open houses, LSC, BAC and NCLB meetings.

**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 are apprised of their growth targets on NWEA, students are rewarded for good grades and attendance quarterly.

## 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.**

Funds will be used to support parents and community in obtaining resources to help families in their children's academic and social emotional learning

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$5919.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00

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