

# Frank L Gillespie Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Michelle Willis	Principal	mrwillis@cps.edu	Has access
LaTonya Ward	Assistant Principal	LLWard@cps.edu	Has access
Veronica Austin	Technology Coordinator	VWAustin@cps.edu	Has access
Carol Carter	LSC Community Rep	AKA_CC@yahoo.com	No Access
Bertha Flint	LSC Parent Rep		No Access
Gwen Kindred	Instructional Coach	GKRoby@cps.edu	Has access
Melanie Ware	Instructional Coach	MEWare@cps.edu	Has access
Stephanie Williams	Counselor/Case Manager	SAWilliams@cps.edu	No Access
Kelly LoConte	Teacher	KLLoconte@cps.edu	No Access

### Team Meetings

Date	Participants	Topic
05/15/2020	A-Team	Self-Assessment of CIWP sections
04/29/2020	A-Team and CPS MTSS Dept CIWP Clinic	MTSS Resources
04/27/2020	ILT	CIWP Update
02/05/2020	A-Team	CIWP School Team Training- Part 2
01/27/2020	ISP Principals	CIWP ISP Principal Training- Part 1
01/31/2020	All Staff	CIWP SEF

### 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
  - 4 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)
  - 4 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:** REACH Observation schedule REACH Observation Completion spreadsheet Grade level meeting agendas and attendance ILT Meeting agendas and attendance Master Schedule Goal-setting documents and interactive data walls My Voice, My School Survey Staff Led Weekly Common Planning Staff led Professional development Annual State of the School Address Coherent, school-wide attendance initiatives with monthly incentives and quarterly awards, recognition and activities.
- 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
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

- **Evidence:** Grade level meeting agendas and attendance ILT Meeting agendas and attendance Master Schedule Goal-setting documents and interactive data walls

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 2 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:** Students in grades 6-8 currently use the Summit Learning Platform for digital, individualized instruction through meaningful project-based learning. In conjunction with Kohl's Children's Museum, primary teachers went through ongoing professional development to increase project based learning within their classrooms. Middle school students participate in a weekly SEL training with the school counselor. All teachers have been trained on 2nd Step and are supposed to teach one lesson per week to their students. The social worker also does 2nd Step with certain grade levels.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** \*School motto \*Goal Setting/thermometers \*QAR/Bloom's Questioning PD \*Small Group Instruction \*Student Conferencing
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** \*Thermometers \*Data Wall \*Goal Setting (School City/Measuring Up Live) \*Schoolwide Grading Scale
- 2 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 2 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)
  - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)

- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** feedback
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** feedback

## Quality and Character of School Life

- 2 - Relational Trust

- 2 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)
  - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** feedback
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** \*8th grade students take Constitution course and exam\* \*Students in grades 7-8 engage in learning, prepare for discussions, learn about issues that matter to them, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints via the Summit Learning Platform; students meet in groups to discuss, develop ideas, and write papers on various topics.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 2 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:** Gillespie conducts all CPS safety drills annually. There is ongoing incident reporting inclusive of parents - ALL concerns are addressed immediately.
- 2 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Use data to track location, times, and incident occurrences. - CPS Student Rights and Responsibilities (aka Student Code of Conduct) \* Keep suspension rates extremely low at Gillespie by implementing restorative practices.  
\*
- 3 - 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).
- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 2 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** feedback

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## School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

# Goals

## Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	2nd Grade reading attainment
Root Cause 1	Students lack fluency in reading due to low phonemic awareness and sight word mastery. Also, an inability to comprehend text using HOTS.
Area of Critical Need 2	2nd Grade math attainment
Root Cause 2	Students have poor understanding of how to apply and perform mathematical operations as well as basic fluency in numeracy.
Area of Critical Need 3	3rd-8th reading growth of diverse learners
Root Cause 3	Lack of differentiated instructional support to meet the needs of the diverse population between Gen Ed and Resource teachers.
Area of Critical Need 4	3rd-8th math growth of diverse learners
Root Cause 4	Lack of differentiated instructional support to meet the needs of the diverse population between Gen Ed and Resource teachers.
Area of Critical Need 5	Attendance percentage
Root Cause 5	New teachers may not be following the attendance procedures; Additionally, the school has a 37% mobility rate.

## Vision metrics



<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: NWEA Attainment G2 (Reading)  We are below the district in this metric	African American		63.58	66.45
	Students with IEPs		55.01	60.02
Vision: NWEA Attainment G2 (Math)  We are below the district in this metric	African American		40.00	45.00
	Students with IEPs		35.00	40.00
Vision: NWEA Growth G3-8 (Reading)  We are below the district in this metric	African American		53.90	54.59
	Students with IEPs		40.00	45.00
Vision: NWEA Growth G3-8 (Math)  We are below the district in this metric	African American		45.00	50.00
	Students with IEPs		40.00	45.00
Vision: Attendance Rate  We are below the district in this metric	African American		93.00	93.50
	Students with IEPs		93.00	93.50

**Required metrics (Elementary) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> Goal is Well Organized				97.00	98.00

**Custom metrics (0% complete)**

<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

# Strategies

## Strategy 1

If we do...	If we proactively support the academic, social, emotional and behavioral needs of our students through a school-wide system of expectations, prevention, and interventions (school-wide and classroom supports), and develop a school tiering criteria alongside a menu of interventions aligned to the needs of students and respective tiers
Then we see...	Then we will see a respectful, safe, and productive learning environment with: Students exhibiting self-control, self-awareness, self-management skills, positive self-esteem and positive relationships with peers and adults; fewer student misconduct concerns, students motivated to attend school., as well as be able to identify students for appropriate tiers of intervention and align students to an effective high-quality intervention
which leads to...	Which leads to the following expected metric improvements: FY21 - A decrease in misconducts from the FY20 rate by 1% - An increase in student attendance from the FY20 rate to 95% FY22 - A decrease in misconducts from the FY21 rate by 1% - An increase in student attendance from the FY21 rate by 1%. This will also lead to a school implemented system to support off-track students and increase our school on-track rate.
Budget Description	Professional development, MTSS Coordinator, Conference expenses, materials and/or supplies for student incentives
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Professional development, MTSS Coordinator, Conference expenses, materials and/or supplies for student incentives  Tags: MTSS</li> <li>• (Not started) Establish a MTSS team Administration, MTSS Lead, and Teachers and meeting calendar. Clearly defined MTSS expectations and responsibilities; establish process to carry them out effectively  Tags: MTSS, MTSS: Fidelity of Implementation</li> <li>• (Not started) Implement tiered instruction as needed to support students academic needs. *Tier 1-All students will receive a universal screener. All students will receive high quality instruction (academic and SEL) utilizing best practices, implemented with fidelity. *Tier 2-Implement differentiated instruction within the classroom setting through grouping, choice, and leveled texts. *Tier 3-Create student specific goals; implement interventions while progress monitoring and collecting data. Administration  Tags: MTSS: Curriculum &amp; Instruction</li> <li>• (Not started) Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism or SEL needs</li> </ul>

	<p>Tags:MTSS</p> <ul style="list-style-type: none"> <li>(Not started) Continue implementation of the Student of the Month program which celebrates students that have exhibited model behavior, good attendance, and academic fortitude</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Create student leadership to voice their concerns, questions, suggestions on an on-going basis regarding the curriculum, climate and culture of Gillespie</li> </ul> <p>Tags:</p>
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**Strategy 2**

If we do...	Implement a school-wide rigorous CCSS standards-based instructional program that uses effective (DDI) data
Then we see...	flexible small group and/or personalized instruction focused on student's academic needs based on assessment data; use of formative assessments in K-8th, the implementation of the Gillespie Literacy and Math Block Frameworks; increase personalized learning in grades K-8th; an increase in student on-track data; an increase in teacher and student expectations and self-efficacy.
which leads to...	The following expected metric improvements: An increase in the percentage of students in grades 2nd-8th meeting or exceeding standards to 50% in reading and 50% in math in FY21; and 55% in reading and 55% in math in FY22. An increase in the percentage of students in grades 3rd-8th meeting or exceeding their growth targets as follows: FY21 reading- 65% math- 55% FY22 reading- 70% math- 60% An increase in (3rd-8th) student on-track data to 60% in FY21; and 65% in FY22.
Budget Description	Instructional Coaches, Personalized Learning Platforms and programs, Professional development
Tags	Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> <li>(Not started) Instructional coaches will monitor gradebooks weekly and provide teachers with written feedback to enhance instruction</li> </ul> <p>Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>(Not started) Administer bi-weekly ongoing skill assessments in Reading and Math</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p>

	<ul style="list-style-type: none"> <li>• (Not started) Monitor the effective use of software applications for formative assessments and exercises to challenge and/or reinforce skills taught  Tags: Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) Implement and monitor effective data-driven instruction (DDI)  Tags: Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> <li>• (Not started) Implement job-embedded professional development  Tags: Structure for Continuous Improvement</li> <li>• (Not started) Provide Extended Learning Opportunities to target student growth areas in reading and math (K-8): NWEA Morning Boot Camp program  Tags: Instruction, Assessment: Monitoring Student Learning to Support Growth</li> <li>• (Not started) Provide Extended Learning Opportunities for targeted students to ensure they meet or exceed their growth and attainment goals in reading and math (2nd-8th): Saturday Academy  Tags: Instruction, Assessment: Monitoring Student Learning to Support Growth</li> <li>• (Not started) Provide Extended Learning Opportunities for students in both academic and enrichment programs  Tags: Instruction, Personalized Learning: Learner Focused</li> <li>• (Not started) Snapshot visits to classrooms  Tags: Structure for Continuous Improvement, Instruction, Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) Peer Observations  Tags: Structure for Continuous Improvement</li> </ul>
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**Strategy 3**

If we do...	Establish a strong system of balanced assessments and grading that supports instruction and student achievement
Then we see...	an assessment system that yields improvements to our instructional core and student outcomes; formative assessments being designed that lead to the appropriate next steps to move student learning forward; data and progress monitoring being used to inform

	decisions about individual student needs; protocols for analyzing student work; and fair and objective grading practices
which leads to...	The following expected metric improvements: An increase in the percentage of students in grades 2nd-8th meeting or exceeding standards to 50% in reading and 50% in math in FY21; and 55% in reading and 55% in math in FY22. An increase in the percentage of students in grades 3rd-8th meeting or exceeding their growth targets as follows: FY21 reading- 65% math- 55% FY22 reading- 70% math- 60% An increase in (3rd-8th) student on-track data to 60% in FY21; and 65% in FY22.
Budget Description	Instructional Coaches, Platforms used for Interim Assessments, Professional development
Tags	Structure for Continuous Improvement, Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Administrative team will create and monitor the calendar of all assessments Tags: Structure for Continuous Improvement</li> <li>• (Not started) Instructional Coaches will analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs Tags: Structure for Continuous Improvement, Balanced Assessment and Grading</li> <li>• (Not started) Instructional Coaches will monitor the maintenance of data walls and growth targets, in conjunction with the DDI cycles Tags: Structure for Continuous Improvement, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth</li> <li>• (Not started) Develop and implement formative assessments that are standards aligned within and across grade levels Tags: Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth</li> <li>• (Not started) ILT will create a protocol for analyzing student work. Tags: Assessment: Fair, Accurate and Consistent Grading Systems</li> <li>• (Not started) Provide professional learning to teachers on formative assessment methods Tags: Structure for Continuous Improvement, Balanced Assessment and Grading</li> </ul>

## Action Plan

## **Strategy 1**

Professional development, MTSS Coordinator, Conference expenses, materials and/or supplies for student incentives

Aug 24, 2020 to Jun 18, 2021 - Administration, MTSS Lead

Establish a MTSS team Administration, MTSS Lead, and Teachers and meeting calendar. Clearly defined MTSS expectations and responsibilities; establish process to carry them out effectively

Aug 24, 2020 to Jun 18, 2021 - Administration, MTSS Lead

Implement tiered instruction as needed to support students academic needs. \*Tier 1-All students will receive a universal screener. All students will receive high quality instruction (academic and SEL) utilizing best practices, implemented with fidelity. \*Tier 2-Implement differentiated instruction within the classroom setting through grouping, choice, and leveled texts. \*Tier 3-Create student specific goals; implement interventions while progress monitoring and collecting data.  
Administration

Aug 24, 2020 to Jun 18, 2021 - Administration, MTSS Lead, and Teachers

Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism or SEL needs

Aug 24, 2020 to Jun 18, 2021 - Teachers and School Counselor

Continue implementation of the Student of the Month program which celebrates students that have exhibited model behavior, good attendance, and academic fortitude

Aug 24, 2020 to Jun 18, 2021 - Administration and Dean of Students

Create student leadership to voice their concerns, questions, suggestions on an on-going basis regarding the curriculum, climate and culture of Gillespie

Aug 24, 2020 to Jun 18, 2021 - Tech, Administration, and Student Voice Committee Lead

## **Strategy 2**

Instructional coaches will monitor gradebooks weekly and provide teachers with written feedback to enhance instruction

Sep 14, 2020 to Jun 18, 2021 - Instructional Coaches

Administer bi-weekly ongoing skill assessments in Reading and Math

Sep 14, 2020 to Jun 18, 2021 - Teachers

Monitor the effective use of software applications for formative assessments and exercises to challenge and/or reinforce skills taught

Sep 14, 2020 to Jun 18, 2021 - Instructional Coaches, Technology, and Teachers

Implement and monitor effective data-driven instruction (DDI)

Aug 24, 2020 to Jun 18, 2021 - Principal, Teachers, and Instructional Coaches

Implement job-embedded professional development

Aug 24, 2020 to Jun 18, 2021 - Instructional and Tech Coaches, Teachers, Principal

Provide Extended Learning Opportunities to target student growth areas in reading and math (K-8): NWEA Morning Boot Camp program

Jan 04, 2021 to Jun 18, 2021 - Teachers, Administration

Provide Extended Learning Opportunities for targeted students to ensure they meet or exceed their growth and attainment goals in reading and math (2nd-8th): Saturday Academy

Jan 04, 2021 to Jun 18, 2021 - Teachers, Administration

Provide Extended Learning Opportunities for students in both academic and enrichment programs

Jan 04, 2021 to Jun 18, 2021 - Afterschool Program Teachers, Administration

Snapshot visits to classrooms

Sep 07, 2020 to Jun 18, 2021 - Instructional Coaches

Peer Observations

Aug 24, 2020 to Jun 18, 2021 - Teachers

### **Strategy 3**

Administrative team will create and monitor the calendar of all assessments

Aug 24, 2020 to Jun 18, 2021 - Admin Team

Instructional Coaches will analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs

Aug 24, 2020 to Jun 18, 2021 - Instructional Coaches

Instructional Coaches will monitor the maintenance of data walls and growth targets, in conjunction with the DDI cycles

Aug 24, 2020 to Jun 18, 2021 - Instructional Coaches

Develop and implement formative assessments that are standards aligned within and across grade levels

Aug 24, 2020 to Jun 18, 2021 - Admin Team, Instructional Coaches

ILT will create a protocol for analyzing student work.

Aug 24, 2020 to Jun 18, 2021 - ILT

Provide professional learning to teachers on formative assessment methods

Aug 24, 2020 to Jun 18, 2021 - Admin, ILT, and Approved Vendors

## Fund Compliance

### ESSA Program

[X]

ESSA Schoolwide Program

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

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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.**

Annually, a comprehensive needs assessment is conducted with the school staff to plan for the upcoming school year. Data from a variety of sources is used to determine the strengths and growth areas of the school and the impact on student achievement. Additionally, a survey is completed by students and parents to lend their voices as we continue to strive for never-ending continuous improvement. Further, the State of the School address is given annually during open house.

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

A variety of opportunities exist for students to meet or exceed the standards in reading and math. Activities include, but are not limited to: intervention classes for enrichment and remediation; Saturday Academy, afterschool programs and morning Boot Camp.



**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.**

Gillespie Tech implements a block schedule and follows math and literacy block frameworks to ensure that instructional time on tasks is maximized during the school day. Job-embedded professional development is utilized to train teachers on best practice instructional strategies. Instructional coaches support the teachers in the implementation. Monitoring of the instructional program for differentiation and the effectiveness of the instruction is ongoing with additional support and adjustments made as needed.

**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).**

Several school-wide strategies exist to address the needs of all students in the school. Strategies being implemented include but are not limited to: MTSS, Intervention classes, small group and differentiated instruction, mentoring, personalized learning through summit learning, and advisory classes utilizing the Naviance Program.

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

A variety of strategies are used to attract and maintain highly-qualified teachers at Gillespie Tech. We provide opportunities for professional growth through in-house job-embedded professional development; as well as opportunities for teachers to participate in district, state and local content conferences.

**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.**

We provide opportunities for professional growth through in-house, job-embedded professional development; as well as opportunities for teachers to participate in district, state and local content conferences. Teachers who attend conferences in turn present those best practices to the rest of the teaching staff.

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

A portion of the Title 1 allocation will be used to implement activities to increase parent involvement include, but are not limited to: quarterly family nights (Literacy, Math, Tech, etc), parent workshops on strategies in reading and math to assist them with their child at home; and other opportunities to invite them to celebrate student success.

**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.**

Gillespie will work closely with the Pre-School parents, students and teachers to ensure that the students have a successful transition into kindergarten at our school. Events such as school tours and "A Day in the Life of Kindergarten" will be scheduled for parents and students.

**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.**

Gillespie Tech follows a distributed leadership model. We have an active ILT, PPLC and a plethora of school-wide, teacher-led committees. All instructional decisions are vetted through these teams. Additionally, we conduct the annual assessment voting process with fidelity.

**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.**

Strategies to ensure students who experience difficulty mastering the achievement standards receive additional assistance include but are not limited to: regular classroom interventions, extended school day programs (before, after and Saturday instruction in reading and math. The school will ensure that the activities are based on the students needs; monitor the effectiveness of the programs through the collection of data and make adjustments as needed. The teachers will also be provided with professional development opportunities that focus on the needs of all students.

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

We will address this requirement by identifying partnerships with local universities and community and business partners. We will partner with organizations to facilitate professional development workshops, parent workshops, transitioning activities and other school events.

## ESSA Targeted Assistance Program

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### Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Parents will be involved in the development of the Parent and Family Engagement Plan. Parents on the committee will serve as liaisons to bring suggestions about the Plan for consideration for revision.

**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**

A notice of the Annual meeting will be sent to all parents at least 7 days in advance. During the Annual meeting with parents, the plan will be reviewed and distributed. The date of the Annual Title 1 Meeting is September 25, 2020. The date of the Title 1 PAC Organizational Meeting is October 8, 2020.

**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 PAC meeting dates and times will be determined by the parents at the PAC Organizational meeting. The dates will be posted in the school and reminders of the upcoming meetings will be posted.

**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.**

Gillespie Tech will provide an Illinois State Assessment report to parents and will explain the assessment requirements set forth by the Illinois State Board of Education during parent conferences.

**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.**

Gillespie Tech will notify parents in writing when their child has been assigned a teacher who is not "highly qualified" as defined in the Title I Final Regulations.

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

The Gillespie Technology Magnet Cluster School will facilitate parent workshops to acquaint the parents with the state's standards and assessments; as well as district and school assessments.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to**

**improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

Gillespie has a Parent Resource Room where we have three computers available for parent use, display resources and materials for parents and host parent workshops. Workshops on technology, literacy and mathematics will be held to assist parents in working with their children to improve their academic achievement.

**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.**

Gillespie will educate staff members on the importance of strengthening ties between parents and the school. Gillespie School will continue working with teachers to help in the understanding of the importance of parental involvement in the school through grade-level meetings, faculty meetings, in-services, and professional development workshops. The entire staff is expected to continue their work with parents in meeting their child's needs to ensure academic achievement. Staff members continue to participate in family engagement events such as our quarterly Family Nights, Open House and Annual Back to School Jam. Gillespie staff will receive a copy of the Parent and Family Involvement Plan

**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.**

The Full Day PreK Programs at Gillespie have regularly scheduled parent workshops. The parents are notified of the workshops through the weekly classroom newsletter and flyers. Parents are required to chaperone on field trips and strongly encouraged to schedule time to assist in the classroom.

**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.**

Gillespie will ensure that information concerning a child's progress and parent programs and events are sent to parents. Documents will be created in English and Spanish (when appropriate).

### **Policy Implementation Activities**

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

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

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

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

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

n/a

## **School-Parent Compact (Complete)**

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

The mission of Gillespie Tech is to provide an innovative, engaging and holistic educational environment which integrates technology into the core curriculum to prepare globally competitive students. Through a rigorous, high quality curriculum, Gillespie develops critical thinkers who become problem-solvers, lifelong learners and productive citizens.

**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.**

Gillespie Tech will hold parent-teacher conferences on November 18, 2020 and April 21, 2021 to involve parents in the development of academic, social and emotional goals and expectations.

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

Gillespie Tech will distribute quarterly parent progress reports to the students and develop remediation plans for those students who are struggling to meet their goals.

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

Parents will have an opportunity to meet staff during Open House & Parent Conference Days. Teachers are also available to meet with parents before school between 8:00-8:15am. Other times can be arranged.

**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.**

Gillespie Tech will alert parents to volunteer opportunities and follow the volunteer process. Parents may volunteer on field trips and special school events.

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

Parents will engage in training to increase their capacity to assist their children at home..This includes: reviewing attendance procedures, instructional strategies, and school policies, procedures and expectations.

**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 are encouraged to participate in the monthly PAC/LSC meetings where decisions regarding the school and the education of their children are made.

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

Students will share responsibility for maximizing their academic achievement by following the PBIS Expectations, being punctual with good attendance, and arriving to school prepared to learn.

### 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.**

1) Increase parent participation in all school-wide activities; 2) Increase parent participation in parent groups at the school; 3) Increase parent attendance at PAC activities.

**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.	\$124.00
<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.	\$535.00
<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)	\$1500.00

<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