Matthew Gallistel Elementary Language Academy 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/15/2020	Nelson, Janovjak, Dobda, Ornelas, Kiam, Reynolds	Begin the SEF.
01/29/2020	Nelson, Janovjak, Dobda, Ornelas, Kaim, Reynolds, Mounts, Verta, Each, Parodi	Enter CIWP Team; Continue SEF.

Date	Participants	Topic
02/12/2020	Nelson, Janovjak, Dobda, Ornelas, Kaim, Reynolds, Mounts, Verta, Each, Parodi, Darrah	Enter evidence for SEF and select priorities.
02/26/2020	Nelson, Janovjak, Dobda, Ornelas, Kaim, Reynolds, Mounts, Verta, Parodi, Darrah	Focus on MOY Data and Goals for the CIWP.
03/11/2020	Nelson, Janovjak, Dobda, Ornelas, Kaim, Reynolds, Mounts, Verta, Parodi, Darrah	Focus on the Root Cause Analysis, Priorities, and Theory of Actions.
04/01/2020	Nelson, Janovjak, Dobda, Ornelas, Reynolds, Mounts, Verta, Parodi, Darrah, Each	Focus on the Root Cause Analysis, Priorities, and Theory of Actions.
04/15/2020	Nelson, Janovjak, Dobda, Ornelas, Reynolds, Mounts, Verta, Parodi, Darrah, Each	Begin to Develop Action Steps.
04/16/2020	Nelson, Dobda, Ornelas, Reynolds, Mounts, Parodi, Darrah, Each	Continue our work on the Action Steps
04/22/2020	Nelson, Dobda, Ornelas, Kaim, Reynolds, Mounts, Parodi, Janovjak, Darrah	Finalize our work on the Action Steps
05/13/2020	Nelson, Dobda, Reynolds, Janovjak, Kaim, Parodi, Darrah, Foote, Each, Verta	Included additional steps for our last strategy focusing on EL students.

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

- o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- o 4 Enable staff to focus and prioritize what matters most
- o 4 Employ the skills to effectively manage change
- o 4 Make ?safe practice? an integral part of professional learning
- o 4 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**:
- 4 - Structure for Continuous Improvement
  - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**: Purchased new reading series for grades K-8 which is used for all students including DL and EL students. New math series with training provided to teachers throughout the year. School-wide purchase of Second Step. Vertical alignments are held so teachers may collaborate across grade levels. Received technology devices for all students in Pre-k-8. Supplemental materials are purchased as needed. New technology purchased as needed.
- 3 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership

- o 3 Use questioning and discussion as techniques to deepen student understanding
- o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- o 4 Provide students frequent, informative feedback
- o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- o **Evidence**: All staff members have the opportunity to observe peers and then implement skills observed. Teachers worked with students to create personal academic goals based on NWEA scores after each testing session. Five week progress monitoring assessments were given across all grade levels in reading and math to determine students mastery of grade level standards. Professional development opportunities were provided to reading and math teachers on using the new curriculum. Teacher leaders attended network summits and provide information to staff. Administration regularly informally observed classrooms and provided feedback to teachers. Grade level teams reviewed assessment data monthly to adjust instruction.

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 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
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Problem solving process was at grade level team meeting, ILT and behavioral team meetings. Progress monitoring occurred every using school-wide assessment tool. Diverse learner teachers attended grade level meeting to provide appropriate accommodations and modifications. Teachers use a variety of informal and formal assessments to assess students mastery of lessons. EL and DL teacher teams meet monthly to discuss necessary academic supports. Access is completed yearly.

- 4 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? 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)
  - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 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)
  - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 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)
  - 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)
  - 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)

- o 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)
- o 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)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 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)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Functional behavior health/MTSS team which meets weekly with various staff members including a representation of all stakeholders. Criteria for tiers with menu of interventions was developed and is followed for all students. The problem solving process is used at the behavior health team meetings. Letters are in place for entrance and exit of MTSS services. MTSS interventionist for both math and reading pull small groups of students for both tier 2 and 3 support. BOY, MOY and EOY data is analyzed to determine student growth. Students receiving MTSS services are progress monitored weekly. Personalized CICO forms are developed to meet the needs of the student. Referral forms for teachers to bring students to the behavior health team were developed and shared with teachers.
- • 3 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Students attended district planned high school fair. School planned a high school fair for 7th and 8th grade students. School has planned a career fair for students. The guidance counselor has worked with the 8th grade students to ensure all have enrolled in GO CPS and Naviance. 7th and 8th grade students had college speakers come in and talk to them and then went University of Chicago on a field to view the school. trip

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: There is a cutlure and climate team which meets monthly to discuss behavioral matrices in the building as well as the restorative practices being implemented. There is a Bully Patrol that meets regularly to discuss behavioral issues and help students develop positive relationships with one another. This team of students led by the social worker provides SEL support in classrooms at all grade levels. They also provide interventions for students who are displaying bullying behavior.
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: Student voice committee meets weekly after school. Students completed surveys in grades 6-8 on school-wide issues. Student voice members met with the administration to share minutes from their meetings. Students participated in the history fair. Student voice members met with CPS lunchroom staff to vote for food choices in the lunchroom. Social Studies committee has been developed to increase students' civic involvement and to help foster schoolwide civic engagement. Upper-grade students study both the Illinois and US constitution. Teachers facilitate discussions of current topics in some grade levels. Student voice committee went before the LSC to request support for the water filtration system and were able to observe the purchasing process. Students collected bottle caps to recycle into benches to be used on the school's playground. 7th-grade students attended the city-wide peace rally. Third grade and fourth-grade students study Chicago and Illinois. 8th-grade students attend field trip to Springfield. A suggestion box is in the main office for students to place ideas for school improvement. Bully patrol, which is a student-led initiative, provide social-emotional support and address issues within the student body related to bullying.
- 4 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions

that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- o **Evidence**: School wide expectations
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**3**

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	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	Low math growth and attainment percentages for all students including students with IEPs
Root Cause 1	Students move from one grade to the next without mastering specific skills from the grade-level standards.
Area of Critical Need 2	Minimal change in the reading growth and attainment percentages for all students including students with IEPs from SY18 to SY19
Root Cause 2	Teachers do not have enough professional development on effective strategies to engage all children in classroom discourse and on instructional differentiation.

Area of Critical Need 3	Low performance of English Language Learners on ACCESS
Root Cause 3	More modeling needs to be provided in the EL classrooms with an abundance of visuals to support the instruction.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Growth G3-8 (Math) We chose this metric because our entire student population was at the 45th percentile for math growth based on national growth norms for the 2018/2019 school year. Additionally, our diverse learners were at the 23rd percentile for math growth at the end of the 2018-2019 school year. We have a great gap to address for all students specifically our diverse learners. For this reason, we need to focus on improving math instruction and increasing the rigor for all grades and all students in an effort to increase our students' math achievement.	Overall		50.00	55.00
	Students with IEPs		30.00	35.00
Vision: NWEA Growth G3-8 (Reading) We chose this metric because our entire student population was in the 70th percentile for reading growth based on national growth norms for the 2018/2019 school year. Additionally, our diverse learners were at the 45th percentile for reading at the end of the 2018-2019 school year. Additionally, we conducted a BOY and EOY Walk-Through in SY19 during which it was noted that student discourse and differentiated instruction took place in less than half of the visited classrooms. For this reason, there is a need to increase student discourse and differentiated instruction in all content areas and at all grade levels to increase student ownership and student achievement.	Overall		70.00	75.00
	Students with IEPs		50.00	55.00
Vision: NWEA Attainment G2-8 (Math) We chose this metric because our entire student population was at the 53rd percentile for math attainment based on national attainment indicators for the 2018/2019 school year. Additionally, our diverse learners were in the 6th percentile for math	Overall		60.00	65.00
	Students with IEPs		20.00	25.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
attainment at the end of the 2018-2019 school year. We have a great gap to address for all students specifically our diverse learners. For this reason, we need to focus on improving math instruction and increasing the rigor for all grades and all students in an effort to increase our students' math achievement.				
Vision: NWEA Attainment G2-8 (Reading) We chose this metric because our entire student population was at the 64th percentile for reading attainment based on national attainment indicators for the 2018/2019 school year. Additionally, our diverse learners were at the 6th percentile for reading attainment at the end of the 2018-2019 school year. We still have a gap to address for all students specifically our diverse learners. Additionally, we conducted a BOY and EOY Walk-Through in SY19 during which it was noted that student discourse and differentiated instruction took place in less than half of the visited classrooms. For this reason, there is a need to increase student discourse and differentiated instruction in all content areas and at all grade levels to increase student ownership and student achievement.	Overall		70.00	75.00
	Students with IEPs		20.00	25.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS We chose this metric because we need to ensure that our bilingual students continue to make academic progress at every grade level. The ACCESS test measures the students' growth in reading, writing, listening, and speaking. All of these areas have a direct impact on their ability to excel in all other content areas. In SY19, our EL students only were at the 21st percentile and need to increase their growth moving forward.	EL		25.00	30.00

Required metrics (Elementary) (100% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We have been well organized over the past two years, which we hope to maintain for the upcoming year. An area of focus has been and will continue to be a Supportive Environment. Through the student responses on the 5Essentials Survey, we discovered that we need to increase opportunities for students to collaborate with one another and allow opportunities for the students to take action to improve their school, community, and society. This was also supported through the completion of the School Excellence Framework. Gallistel received the lowest rating in the area of Civic Responsibility on the SEF.				5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	provide opportunities for discussions about current and/or controversial issues,
Then we see...	students, with teacher support, learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another,
which leads to...	70% of general education students meeting and/or exceeding NWEA goals in reading, 50% of our students with IEPs meeting and/or exceeding NWEA goals in reading, an increase in reading attainment to the 70th percentile for the general education students, and an increase in reading attainment to 20th percentile for students with IEPs.
Budget Description	Extended-day pay for staff, professional development to develop collaborative classrooms
Tags	Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, SSCE: Engaging in Difficult or Controversial Discussions

Action steps	(Not started) The school creates a Social Studies/Civics Team for the school year 2020-2021. Tags:Teacher Leader Development & Innovation: Teacher Teams (Not started) Create a biweekly meeting schedule for school year 2020-2021 Tags:Teacher Leader Development & Innovation: Teacher Teams (Not started) Schedule professional development around student-led discussions for all grade-level teachers. Tags:Structure for Continuous Improvement, SSCE: Engaging in Difficult or Controversial Discussions (Not started) Share expectations around Strategy 1 with all staff at the opening of year PD focusing on the incorporation of student-led discussions throughout the school year. Tags:Structure for Continuous Improvement, SSCE: Engaging in Difficult or Controversial Discussions (Not started) Administration and ILT will conduct walk-throughs to observe student-led discussions across all grade levels and provide feedback to classroom teachers based on walk-through checklist. Tags:Relational Trust, Assessment: Monitoring Student Learning to Support Growth, Teacher Leader Development & Innovation: Distributed Leadership (Not started) Organize peer observations of student-led discussions within Gallistel classrooms and classrooms at other schools. Tags:Structure for Continuous Improvement, Relational Trust

Strategy 2

If we do...	use school-wide formative (progress monitoring) and summative assessments for all students,
Then we see...	teacher practice that is data-driven and focused on addressing academic skills in all content areas through small group instruction,
which leads to...	70% of general education students meeting and/or exceeding NWEA goals in reading, 50% of our students with IEPs meeting and/or exceeding NWEA goals in reading, an increase in reading attainment to the 70th percentile for the general education students, and an increase in reading attainment to 20th percentile for students with IEPs, 50% of general education students meeting and/or exceeding NWEA goals in math, 30% of our students with IEPs meeting and/or exceeding NWEA goals in math, an increase in math attainment

	to the 60th percentile for the general education students, and an increase in math attainment to 20th percentile for students with IEPs.
Budget Description	A bucket for extended-day teacher meetings, professional development on student assessment and data analysis, money for online programs to use for progress monitoring, money to replace/update technology
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Monitoring Student Learning to Support Growth
Action steps	(Not started) Create a school-wide, year-long assessment schedule for all subject areas. Tags:Assessment: Balanced Assessment and Grading (Not started) Create a schedule to review the data from the school-wide formative assessment. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Revise the tool to analyze the assessment data. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Share the assessment schedule, data analysis schedule, and data analysis tool with all staff at opening PD. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Reading and Math teachers will analyze their fall data using the data analysis tool. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Reading and Math teachers will analyze their winter data using the data analysis tool. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness (Not started) Teachers will meet with students to complete their individual goal setting sheets in reading and math for fall to winter.

	Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness
	• (Not started) Teachers will meet with students to complete their individual goal setting sheets in reading and math for winter to spring. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Goal setting sheets will be reviewed to ensure student goals are set appropriately during fall. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Goal setting sheets will be reviewed to ensure student goals are set appropriately during winter. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Teachers will display their NWEA Fall Data Wall for all students in the classrooms. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Teachers will display their NWEA Winter Data Wall for all students in the classrooms. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Strategy 3

If we do...	assign tasks that are cognitively challenging and aligned to the grade-level standards in all content areas,
Then we see...	an increase in mastery through the use of questioning and discussion techniques in the classrooms,
which leads to...	70% of general education students meeting and/or exceeding NWEA goals in reading, 50% of our students with IEPs meeting and/or exceeding NWEA goals in reading, an increase in reading attainment to the 70th percentile for the general education students, and an increase in reading attainment to 20th percentile for students with IEPs, 50% of general education students meeting and/or exceeding NWEA goals in math, 30% of our students with IEPs meeting and/or exceeding NWEA goals in math, an increase in math attainment to the 60th percentile for the general education students, and an increase in math attainment to 20th percentile for students with IEPs.

Budget Description	A bucket for extended-day teacher meetings, professional development on questioning and discussion techniques, money allocated to replace, replenish and supplement current curricula and resources
Tags	Leadership for Continuous Improvement, Curriculum, Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks
Action steps	• (Not started) Schedule and plan professional development on creating lessons that are rigorous and cognitively challenging. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks • (Not started) Provide professional development on creating lessons that are rigorous and cognitively challenging. Tags:Leadership for Continuous Improvement • (Not started) Create a schedule for peer observations throughout the year. Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Administration and ILT will conduct walk-throughs to observe challenging and standards-based activities across all grade levels and provide feedback to all teachers based on walk-through checklist. Tags:Leadership for Continuous Improvement, Relational Trust, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) ILT will meet biweekly to discuss instructional strengths and challenges in all classrooms. Tags:Leadership for Continuous Improvement, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Teacher Leader Development & Innovation: Distributed Leadership

Strategy 4

If we do...	provide visual material to support our English-Language Learners and model for them throughout their instruction in all content areas and at all grade levels,
Then we see...	students who have a greater understanding of the terminology and comprehension of the information in all content areas,
which leads to...	at least 25% of the English-language learners making sufficient progress on ACCESS.

Budget Description	Funding for an after-school program for bilingual students, Bucket for substitutes so that classroom teachers can attend professional development, Instructional material to support the bilingual students
Tags	Leadership for Continuous Improvement, Curriculum, Instruction
Action steps	• (Not started) Seek quality professional development in the areas of vocabulary development and comprehension to support bilingual teachers. (Total Physical Response) Tags:Leadership for Continuous Improvement, Instruction • (Not started) Purchase material specifically geared to support our bilingual students in the development of language foundational skills and sentence structure. (Workbooks, Classroom Libraries-Culturally Diverse Material, Students' native language). Tags:Curriculum, Instruction

Action Plan

Strategy 1

The school creates a Social Studies/Civics Team for the school year 2020-2021.

Jul 01, 2020 to Jul 17, 2020 - Administration, Social Studies Lead

Create a biweekly meeting schedule for school year 2020-2021

Jul 20, 2020 to Jul 31, 2020 - Administration, Social Studies Team

Schedule professional development around student-led discussions for all grade-level teachers.

Aug 03, 2020 to Aug 21, 2020 - Administration, Social Studies Team, ILT

Share expectations around Strategy 1 with all staff at the opening of year PD focusing on the incorporation of student-led discussions throughout the school year.

Aug 24, 2020 to Sep 04, 2020 - Administration, Social Studies Team

Administration and ILT will conduct walk-throughs to observe student-led discussions across all grade levels and provide feedback to classroom teachers based on walk-through checklist.

Nov 02, 2020 to Jun 18, 2021 - Administration, ILT

Organize peer observations of student-led discussions within Gallistel classrooms and classrooms at other schools.

Oct 05, 2020 to Jun 18, 2021 - Administration, Teacher Teams

Strategy 2

Create a school-wide, year-long assessment schedule for all subject areas.

Jul 06, 2020 to Jul 17, 2020 - ILT, Administration

Create a schedule to review the data from the school-wide formative assessment.

Jul 06, 2020 to Jul 17, 2020 - ILT, Administration

Revise the tool to analyze the assessment data.

Jul 20, 2020 to Jul 31, 2020 - ILT, Administration

Share the assessment schedule, data analysis schedule, and data analysis tool with all staff at opening PD.

Aug 24, 2020 to Sep 04, 2020 - ILT, Administration

Reading and Math teachers will analyze their fall data using the data analysis tool.

Oct 01, 2020 to Oct 16, 2020 - Reading and Math teachers

Reading and Math teachers will analyze their winter data using the data analysis tool.

Feb 01, 2021 to Feb 12, 2021 - Reading and Math Teachers

Teachers will meet with students to complete their individual goal setting sheets in reading and math for fall to winter.

Oct 19, 2020 to Oct 30, 2020 - Reading and Math Teachers

Teachers will meet with students to complete their individual goal setting sheets in reading and math for winter to spring.

Feb 15, 2021 to Feb 26, 2021 - Reading and math teachers

Goal setting sheets will be reviewed to ensure student goals are set appropriately during fall.

Oct 19, 2020 to Oct 30, 2020 - Administration

Goal setting sheets will be reviewed to ensure student goals are set appropriately during winter.

Feb 15, 2021 to Feb 26, 2021 - Administration

Teachers will display their NWEA Fall Data Wall for all students in the classrooms.

Oct 19, 2020 to Oct 30, 2020 - Reading and Math Teachers

Teachers will display their NWEA Winter Data Wall for all students in the classrooms.

Feb 19, 2021 to Feb 26, 2021 - Reading and Math Teachers

Strategy 3

Schedule and plan professional development on creating lessons that are rigorous and cognitively challenging.

Jul 06, 2020 to Jul 31, 2020 - Administration, ILT

Provide professional development on creating lessons that are rigorous and cognitively challenging.

Aug 24, 2020 to Sep 04, 2020 - Administration, ILT, Framework specialist

Create a schedule for peer observations throughout the year.

Oct 01, 2020 to Jun 18, 2021 - All Teachers, Administration

Administration and ILT will conduct walk-throughs to observe challenging and standards-based activities across all grade levels and provide feedback to all teachers based on walk-through checklist.

Nov 01, 2020 to Jun 25, 2021 - Administration, ILT

ILT will meet biweekly to discuss instructional strengths and challenges in all classrooms.

Sep 14, 2020 to Jun 18, 2021 - Administration, ILT

Strategy 4

Seek quality professional development in the areas of vocabulary development and comprehension to support bilingual teachers. (Total Physical Response)

Jul 06, 2020 to Jul 24, 2020 - Bilingual Coordinator

Purchase material specifically geared to support our bilingual students in the development of language foundational skills and sentence structure. (Workbooks, Classroom Libraries-Culturally Diverse Material, Students' native language).

Jul 20, 2020 to Jul 31, 2020 - Bilingual Coordinator Bilingual Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

This is done at the start and at the end of each year to ensure that all students receive the supports and resources that they need to achieve and excel. This is done on an annual basis.

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

At all grades, our teachers assess the progress of our students every five weeks and then adjust their instruction to best meet the needs of the students based on the data from the various assessments. All teachers include both whole group and small group instruction in their daily lessons to address students' deficits and provide additional support to students' areas of strength. Classroom discussions are a focus at all grade levels from pre-kindergarten through eighth grade, so that students can facilitate their own learning and collaborate with their peers.

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.

At all grades, our teachers assess the progress of our students every five weeks and then adjust their instruction to best meet the needs of the students based on the data from the various assessments. All teachers include both whole group and small group instruction in their daily lessons to address students' deficits and provide additional support to students' areas of strength. Classroom discussions are a focus at all grade levels from pre-kindergarten through eighth grade, so that students can facilitate their own learning and collaborate with their peers. Additionally, Tier 1 instruction has to be rigorous for all of our students while students are identified for additional support through Tier 2 and Tier 3 instruction.

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).

Tier 1 instruction is rigorous for all of our students while students are identified for additional support through Tier 2 and Tier 3 instruction. For those students needing Tier 2 and Tier 3 support, the teachers are required to provide these strategies in their classrooms daily and document such supports. Additionally, math and reading MTSS interventionists also pull these students into small groups or individually throughout each week to provide additional strategies to these students. Students are identified by the MTSS Team as needing adult mentors, who check in with the students at the start and at the end of each school day.

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

As a school, we strive to ensure that all of our successes are shared with the school community and beyond so that our success are know by many. We strive to ensure that our 5 Essential Results are high each year to continually improve in each area. When interviewing candidates, a team is created of our existing teachers so that they can share the successes of the school and provide their input in the section process. We allow students teachers to complete their student teaching in our school, who then become viable candidates for our school. We also maintain positive relationships with various universities who then share viable candidates with the school when there is a vacant position.

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.

The following training has been arranged for the staff:

Training through our partnership with MSI
Training through our partnership with Teach Plus
Traning though our partnership with FUSE
Go Math, Elevate, and Journey training to support the implementation of our new curricula
Training provided by the two Framework Specialists on staff
Training by our teachers who have expertise in specific areas
PLCs for administrators as well as teachers

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

The following strategies have been used to increase parent involvement:

Monthly Parent Committee Meetings
Training for the Parents to Increase Capacity to Support their Children
Celebrations and Recognition Ceremonies
STEM and Literacy Nights
Parent Conferences
Volunteer Breakfasts
PreK and Kinder Breakfast
Open House
Sessions on the High School Selection Process
Concerts/Performances

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.

We host a Step-Up Summer Program for our pre-kindergarten students transitioning to kindergarten. Our pre-kindergarten students visit the kindergarten rooms in the spring to help the children and the parents prepare for this transition. The administrative team hosts a pre-kindergarten and kindergarten breakfast in the fall to review schoolwide policies and answer any questions presented by the parents.

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.

All staff are invited to join all staff teams/committees to assist with the decision-making process in the school. These teams include, but are not limited to, the Instructional Leadership Team, MTSS Team, Purple Pride Team, etc. Also, topics are discussed at every grade-level meeting at which all staff can provide the input. Lastly, the administrative team issues Google Forms to the staff to gather their thoughts and input when making decisions.

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.

Tier 1 instruction is rigorous for all of our students while students are identified for additional support through Tier 2 and Tier 3 instruction. For those students needing Tier 2 and Tier 3 support, the teachers are required to provide these strategies in their classrooms daily and document such supports. Additionally, math and reading MTSS interventionists also pull these students into small groups or individually throughout each week to provide additional strategies to these students. Students are identified by the MTSS Team as needing adult mentors, who check in with the students at the start and at the end of each school day. Lastly, these are the students that are prioritized for the after-school program and for our summer program.

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.

These workshops and programs are organized through our Parent Advisory Council. Additionally, we plan these types of programs through our 21st Century Grant. Surveys are provided to students, parents, and community members to determine which type of programs are preferred by the stakeholders in the building.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements,

parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Gallistel has monthly PAC meetings. The president and delegates attend the network and city-wide meetings and report back to the PAC membership and
the local school community. They follow the policy, procedures, and timeline for elections, budget, parent plan, schedules, and any required documentation.
The administrative team will hold the Annual Title 1 Meeting, and the PAC will provide input or revise the parent involvement plan.

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

At the beginning of the school year, Gallistel holds the Annual Title 1 Parent Meeting. During this meeting, the administrative team informs parents of the
school's participation in the Title 1 program and invites parents to become active members of PAC and Title 1 Programs. The PAC meetings are
monthly, and parents are encouraged to participate. The officers of PAC will organize workshops for parents (e.g. Common Core Parent Meeting) during the
school year, so that parents can better support their children social-emotionally and academically. The Title 1 Annual Meeting is tentatively scheduled for September 23,
2020 at 8:15 a.m. The Title 1 PAC Organizational Meeting will also be scheduled for September 23, 2020 at 9:15 a.m.

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.

Gallistel's PAC has monthly scheduled meetings. The meeting dates are posted on the entry/exit door and on the school calendar. Parents are also informed
of the meeting through the school marquee and fliers. Gallistel has an open-door policy, and we welcome information and suggestions from parents and
community members. An individual takes notes at every PAC meeting. Feedback and suggestions are recorded and responded to within one month.
Information about Gallistel students' academic progress is also covered during the Open House, State of

the School Address, Local School Council
meetings, and other special events during the school year.

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.

Each child's NWEA and DIBELS/TRC results are sent home twice a year. Specifically, we issue NWEA Student Profile reports to all parents of students in
second through eighth grade. Parents are invited to attend other specified parent meetings including conferences on Report Card Pick-Up Day to discuss
their child's academic and behavioral performance. We have State of the School Meetings, NWEA meetings and Selective Enrollment School meetings. They
are sent home to detail student progress. During these meetings teachers also discuss an action plan with parents to increase parental involvement and
increase positive academic results for students.

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.

All of Gallistel's teachers are highly qualified. However, if a teacher is not "highly qualified' during the four consecutive weeks as regulated, then an official
notice will be sent home to the parents.

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

During PAC meetings, parent conferences, progress reports/report card distribution days (with teacher conferences), and NWEA workshops, our faculty
will assist parents in understanding the standards, assessments, and how to monitor their child's progress. The parents can monitor their children's grades
through the Parent Portal. The assigned staff members and administrators will provide training on how to use the parent portal effectively to interested parents.
Administrators are also available to meet with parents to explain how testing works and clarify results for families.

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.

During all workshops for parents, we provide training, tips, resources, strategies, and best practices on how parents can support their children
academically in order to excel across all subject areas. Gallistel has and will continue to offer basic computer skill workshops to parents.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the

education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The importance of parental involvement and communicating effectively with parents will be and has been expressed during professional development for the
entire Gallistel faculty. The tools for communicating are conferences, phone calls, email, parent portal, letters, and fliers. We have recently updated our
website so that it is very parent-friendly, and we are making use of this tool as an effective means of communicating and working with parents. Additionally,
teachers use various applications such as Class Dojo and Remind to inform parents of students' progress as well as upcoming events.

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.

Gallistel has three full-day prekindergarten classes. At the start of the school year, the school hosts a Welcome Breakfast for the parents of all
prekindergarten students to welcome them to the school and inform them of all pertinent information. Additionally, there are prekindergarten workshops
specifically targeting the parents of this age group to provide strategies to utilize in the home. The prekindergarten program has a parent volunteer
component, and parents are requested to assist/volunteer in the classroom during the school year.

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 letters, meeting announcements, memos, and fliers will be in the native language of the parents (Spanish). We are also utilizing the school marquee and
Gallistel School website to share pertinent information with parents.

Policy Implementation Activities

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

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

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

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

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

NA

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 faculty and staff are committed to ensure that all students are actively engaged in a variety of learning experiences that enhance their learning. We are
provided with training through Network 13 that ensures that our students are provided rigorous instruction that is aligned with the Common Core Standards.
Professional development will also be provided at the school level for all staff to improve upon their professional practice. The Gallistel counselor will provide
multiple workshops related to the process of qualifying to a Selective Enrollment School and their requirements to 6th, 7th, and 8th-grade students and
parents.

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-Up Day Conferences will be held in November and April (as per 2018-2019 calendar). Progress Report Conferences will be held in Oct.,
Dec., Feb., and May (as per 2018-2019 calendar). Teacher-Student-Parent Conferences can be held daily in the morning, during teacher preparation
periods, and after school. Phone conferences are scheduled at the teachers' discretion and during teacher preparation periods. Parents may also request
special conferences, and we will find a mutually agreeable time to confer. Administration is available to participate in these conferences.

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

Gallistel will provide progress reports every five weeks and report cards every ten weeks. Failure notices will be incorporated with such reports. Parent Portal
is accessible to all Gallistel families for frequent grade and assignment checks. Ms. Reynolds and Mr. Avalos have been training parents on the use of Parent
Portal.

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

Teachers will be available for conferences each day before school and every day after school. Teacher and parents must agree on the date and time.
Teachers can also meet with parents during their preparation periods. The Principal and Assistant Principal are available for conferences daily with advance
notification. When meeting with administration, a conference appointment is strongly recommended.

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

Parents are encouraged to volunteer in classrooms, attend field trips, and participate in a variety of school-wide activities. Parents are asked to support
teachers by working with students in small groups under the direction of the teacher. Parents who wish to volunteer must complete the volunteer information
form, which was then be approved by CPS. Parents are always encouraged to volunteer and access the Parent Patrol and school website for additional
school information.

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

The staff at Gallistel will provide parents with various workshops throughout the school year. Parents can assist in their child's learning by attending NCLB
Parent Workshops on supporting their children academically and social-emotionally. It is stressed in all communication with parents and students the
importance of completing homework, coming to school daily and on time, and attending before and after-school programs regularly. We encourage parents
to support school functions and make sure they use the strategies taught in the workshops at home with their children. Electronic communication is more
regularly used and allows parents to access information more readily.

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 come and participate in Parent Advisory Council (PAC), which meets monthly at Gallistel. Also, parents complete various surveys
about the school and the curriculum. Parents have been encouraged to complete the 5Essentials Survey. The staff and administration review surveys,
feedback reports, and use the data when planning programs and selecting curricula for the school.

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

The parents, teachers, and administration will be signing a contract in the new Student Agenda handbooks. In this contract, everyone states their
responsibility for improved student academic achievement. This contract also includes the attendance policy and homework policy. Students with good
attendance participate in perfect/good attendance activities provided by the school, network, and district. Students on the Honor Roll receive school-wide
recognition and participate in the quarterly Honor Roll activities. Gallistel is continuing its PBIS program. In this program, all students participate in activities
promoting good behavior in the school. Students will be working toward being respectful, being responsible and being safe...tenets of our PBIS program. We
have seen an increase inappropriate behaviors and a more appropriate academic climate with academic achievement being the focus.

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.

The total allocated funding for Gallistel Language Academy will be utilized for activities and training intended to support our parents with increasing their
children's academic achievement. The workshops will focus on the following topics but will not be limited to these topics:
*Improving student comprehension and vocabulary development
*Improving students' math skills
*Identifying, responding, and preventing bullying
*Having difficult conversations with adolescents
*Dealing with defiance

These topics will be covered each month at the monthly PAC meetings and will be presented by various speakers. The workshops occur at 8:15 a.m. on the
first Thursday of each month.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$735.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$400.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$2520.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$350.00

54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$401.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00