George Washington Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/11/2020	AL, SR, JB, CR,JQ, MG, PO, UA	Framework Priorities
02/18/2020	AL, SR, JB, CR,JQ, MG, PO, UA	Root Cause Analysis
02/04/2020	AL, SR, JB, CR,JQ, MG, PO, UA	SEF Results
01/28/2020	AL, SR, JB, CR,JQ, MG, PO, UA	How to present SEF to staff for input
02/06/2020	AL, SR, JB, CR,JQ, MG, PO, UA	Review of staff results for SEF
02/20/2020	AL, SR, JB, CR,JQ, MG, PO, UA	Theory of Action
02/27/2020	AL, SR, JB, CR,JQ, MG, PO, UA	Theory of Action
03/26/2020	AL, SR, JB, CR,JQ, MG, PO, UA	Theory of Action

Date	Participants	Topic
04/02/2020	AL, SR, JB, CR,JQ, MG, PO, UA	Action Plan
04/16/2020	AL, SR, JB, CR,JQ, MG, PO, UA,	Action Plan
04/23/2020	AL, SR, JB, CR,JQ, MG, PO, UA	Action Plan and funding

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**:
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 3 Align the budget to the CIWP priorities and the mission of the school

- o 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
- 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**: According to SQRP, we had 55% of our students hit their growth target for Math. For our DL students, we had 50% of our students hit their growth target for Math and 19% hit their growth target for Reading. Our action plan will show steps we are taking to ensure that our curriculum i s differentiated and our students are progress monitored.
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 4 Engage students in learning and foster student ownership
  - o 4 Use questioning and discussion as techniques to deepen student understanding
  - o 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**: According to SQRP, we had 55% of our students hit their growth target for Math. For our DL students, we had 50% of our students hit their growth target for Math and 19% hit their growth target for Reading. Our action plan will show steps we are taking to ensure that our curriculum is differentiated and our students are progress monitored.
- 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 4 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 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 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)
  - o 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)
  - o 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)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 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)

- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 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 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: According to SQRP we had 55% of our students hit their growth target. This is below the desired 70% of our students. We would like to strengthen our Tier 1 instruction to ensure all of our students are hitting their growth target.
- 3 - Transitions, College & Career Access, & Persistence

- o 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)
- o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- o 3 READINESS ? Ensure equitable access to college preparatory curriculum
- o 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
- o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 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 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 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 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 3 Experience a schoolwide civics culture
  - o **Evidence**:
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 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 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- o 3 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 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**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	Attendance in grades K-2 are not hitting our 97% school-wide goal
Root Cause 1	Lack of communication between school and home.
Area of Critical Need 2	Math growth in grades 2 through 8
Root Cause 2	Lack of small group instruction using the learning continuum
Area of Critical Need 3	Growth among students identified as DLs
Root Cause 3	Not effectively progress monitoring based on learning continuum

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
	Overall		63.00	70.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) We chose this metric because although out Math growth has improved, it is at a very slow rate. Our students with IEPs has had inconsistent growth in Math.	Students with IEPs		57.00	62.00
Vision: Attendance Rate Our attendance last year was 95.1. This year, our attendance has taken a dip. We are creating a plan to increase our attendance and keep it consistent.	Overall		96.00	96.50
SQRP: National School Growth Percentile - Reading (Grades 3-8) Our growth in Reading for our DL students has been inconsistent. We are taking steps to have our growth consistent.	Students with IEPs		40.00	55.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey The 5Essentials Survey Results from 2019-2020 were Partially Organized. We are using this data to create our goals for upcoming CIWP. Our goal is to obtain Organized for Improvement.				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...	If we schedule bi monthly collaboration meetings with our DL team to analyze data, set goals and plan for small group instruction,
Then we see...	teachers plan and execute more purposeful individualized instruction for our DL population. We will see this through progress monitoring
which leads to...	an increase in Math growth from 50% at the end of SY19 to 70% at the end of SY22 and an increase in Reading growth from 19% in SY19 to 50% at the end of SY20.
Budget Description	We will need to have DL teachers meet twice a month with each other. DL teachers will also meet with Gen Ed teachers. We will be using Empower Grant for these PDs.
Tags	ODLSS: Instructional Quality
Action steps	(Not started) Create a calendar for bimonthly DL team to analyze data, collaborate, lesson plan, check progress monitoring Tags:ODLSS: Instructional Quality, ODLSS: Related Service Providers (Not started) Link NWEA Learning continuum statements to IEP goals Tags:Assessment: Balanced Assessment and Grading (Not started) Conduct small group instruction by RIT Band. All DL teachers form small groups with daily rotation schedule Tags:Personalized Learning: Learner Focused (Not started) DL and General Education Teachers will meet before the school year starts to review IEPs for each student. Tags: (Not started) Paraprofessional PD Tags: (Not started) PD for DL teachers on school-wide ed tech programs that all students will be using Tags:

Strategy 2

If we do...	create a communication protocol that emphasizes the vital importance of daily student attendance for students
Then we see...	teachers and staff monitor attendance to see an improved daily student attendance for our target tiers
which leads to...	which leads to an increase school-wide attendance from 94.3% to 96% by EOY 2021 and 97% by EY 2022%.
Budget Description	We will need to allocate funds for monthly incentives per grade level for attendance. We will also need funding for our semester field trip for students who have over 97% attendance. Finally, we will need funds for end of the year rewards for students who had 100% attendance.
Tags	Relational Trust, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSSE: Out of School Time, OSSE: Student Outreach and Re-Engagement
Action steps	• (Not started) Create parent communication protocol Tags: • (Not started) Determine Attendance Tiers Tags: • (Not started) Communicate Protocol to stakeholders Tags: • (Not started) Create Attendance Intervention Plan and Contract Tags: • (Not started) Monthly Attendance Team meetings to review data, progress Tags: • (Not started) Determine Attendance Incentives and funding Tags: • (Not started) Create a menu for classroom/grade level incentives/competitions Tags:

Strategy 3

If we do...	provide opportunities through grade level and math team meetings for teachers to deconstruct math standards and create focused learning targets to plan for students to

	engage in conceptual understanding by developing rigorous tasks aligned to the standards as well as planning for small group instruction to meet individualized student needs using the learning continuum all while incorporating fluency and spiral review while reflecting on lesson plans, interim assessments and student work will be used to monitor implementation
Then we see...	the teachers implement rigorous tasks throughout their instruction moving students towards mastery and developing a school-wide math culture
which leads to...	which leads to math growth from 55% of students meeting their growth target SY2019 to EOY SY2022 to 70% of students meeting their growth target.
Budget Description	We will not need extra funding.
Tags	Math: Rigorous Tasks, Math: Student Discourse, Math: Curriculum
Action steps	• (Not started) Conduct vertical meetings with Math teachers to discuss Tags: • (Not started) Schedule a PD on Student Discourse/Questioning and how it looks in a Math class Tags: • (Not started) Conduct Peer Observations Tags: • (Not started) Hold a Math night to develop a Math culture in the school Tags: • (Not started) PD on small group instruction in Math before the year starts and during Math GLM Meetings Tags: • (Not started) Hold Math Olympics among grade levels Tags: • (Not started) Create a fluency plan per grade level Tags: • (Not started) Create options for what Math Block would look like and common look fors throughout the school

	Tags: • (Not started) Implement student work protocol by grade level/grade band Tags: • (Not started) Deconstruct Standards for Math for each grade level Tags:

Action Plan

Strategy 1

Create a calendar for bimonthly DL team to analyze data, collaborate, lesson plan, check progress monitoring

Sep 08, 2020 to Jun 11, 2021 - Case Manager

Link NWEA Learning continuum statements to IEP goals

Sep 08, 2020 to Jun 11, 2021 - Case Manager, DL team

Conduct small group instruction by RIT Band. All DL teachers form small groups with daily rotation schedule

Sep 08, 2020 to Jun 11, 2021 - DL team

DL and General Education Teachers will meet before the school year starts to review IEPs for each student.

Aug 31, 2020 to Sep 04, 2020 - DL Team to facilitate

Paraprofessional PD

Aug 31, 2020 to Sep 04, 2020 - Case Manager/AP

PD for DL teachers on school-wide ed tech programs that all students will be using

Aug 31, 2020 to Sep 04, 2020 - Tech Coordinator

Strategy 2

Create parent communication protocol

Jun 22, 2020 to Jul 31, 2020 - Attendance Team

Determine Attendance Tiers

Jun 22, 2020 to Jul 31, 2020 - Attendance Team

Communicate Protocol to stakeholders

Aug 03, 2020 to Sep 07, 2020 - Teachers, TechCo, Admin

Create Attendance Intervention Plan and Contract

Jun 22, 2020 to Jul 31, 2020 - Attendance Team

Monthly Attendance Team meetings to review data, progress

Sep 07, 2020 to Jun 18, 2021 - Attendance Team

Determine Attendance Incentives and funding

Jun 22, 2020 to Jul 31, 2020 - Attendance Team

Create a menu for classroom/grade level incentives/competitions

Aug 31, 2020 to Sep 08, 2020 - Attendance Team/Staff

Strategy 3

Conduct vertical meetings with Math teachers to discuss

Sep 08, 2020 to Jun 18, 2021 - Admin

Schedule a PD on Student Discourse/Questioning and how it looks in a Math class

Sep 08, 2020 to Jun 18, 2021 - Admin to schedule for before year starts, continue discussions throughout the year

Conduct Peer Observations

Sep 07, 2020 to Jun 18, 2021 - Admin to schedule for quarterly observations

Hold a Math night to develop a Math culture in the school

Oct 05, 2020 to Oct 23, 2020 - Math Team

PD on small group instruction in Math before the year starts and during Math GLM Meetings

Aug 31, 2020 to Jun 11, 2021 - Admin to schedule; In house experts to deliver PD

Hold Math Olympics among grade levels

May 10, 2021 to Jun 04, 2021 - Math team to facilitate; teachers to create criteria

Create a fluency plan per grade level

Aug 03, 2020 to Aug 28, 2020 - Math team

Create options for what Math Block would look like and common look fors throughout the school

Aug 03, 2020 to Aug 28, 2020 - Math team/teachers

Implement student work protocol by grade level/grade band

Sep 07, 2020 to Jun 18, 2021 - Grade level teams/grade bands at monthly Math meetings

Deconstruct Standards for Math for each grade level

Sep 07, 2020 to Jun 18, 2021 - Grade level teams/grade bands at monthly Math meetings

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.

George Washington Elementary School (GWES) will conduct a comprehensive needs assessment based on district and state assessments, school surveys and school data. Through the needs assessment the school will consult with stakeholders, including parents, school staff, and examine relevant academic achievement data to understand students? most pressing needs and their root causes.

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

Based on the comprehensive needs assessment the school will implement strategies to support all students to meet proficient and advanced levels of academic achievement through extended day learning, High quality full day Pre-school, implement evidence-based strategies to accelerate acquisition of content knowledge for English learners, and acquire access to equipment, materials, and training needed to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision making

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.

Scientifically based strategies are employed to teach reading and math. Teachers implement progress monitoring and benchmark assessment to determine if students are on grade-level. Students who are not on grade level will be remediated and progress monitored more frequently. Small group instruction also occurs during school to support a wide range of academic needs. After-school support is also available for target groups of students in MTSS tier 2 or 3.

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).

We have a full-time counselor available to provide Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs. Our school-wellness team also provide supports and interventions around anti-bullying strategies, positive behavior interventions and supports. Monthly parent meetings also allow parents the opportunity to give input about the workshops needed to provide parents with the needed tools and information to support their Child's academic and emotional growth

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

All teachers are highly qualified and are endorsed in the positions they hold. Teachers who are new will be assigned a mentor teacher to support and guide them. At GWES we create a working environment that is professional and respectful. Professional collaboration, shared decision making, accountable systems, and resources for teaching are available.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Professional development for teachers is available through the district or through a vendor. Parents also receive workshops and training through monthly workshops organized through the PAC/BAC committee.

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

GWES has monthly PAC meetings. The administrative team will hold the Annual Title 1 Meeting and Organizational Meeting with the the PAC members at the start of the school year. 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, timeline for elections, budget, parent plan, schedules, and any required documentation. The principal will attend the monthly meetings, provide input, and revise the Parent Involvement Plan, as necessary. Provide families with information about how their child is performing in reading and writing between report card pick-up. Discuss reading goals during parent, student and teacher conferences. Host workshops at the school that help families learn various ways to help their children with literacy skills at home, including ways to read aloud. During events, provide books, journals or other literacy supplies as prizes.

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.

Provide parents the opportunity to visit the Kindergarten classrooms and talk with the teachers to go over the expectations. Incorporate Pre-school children in the school events. Offer a step-up to kindergarten when district offers the programming.

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.

Hold grade level meetings weekly to discuss and share student academic progress and analyze student data. Implement the assessment plan that was agreed upon and use the data to make informed instructional decisions. Lean on the math team to make instructional decisions that will drive the CIWP math priority.

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.

Teachers will implement the MTSS process to identify students who are working below grade level and provide the necessary interventions in a timely manner and progress monitor. Teachers from the prior year will have conversations with the new teacher to share individual student strengths and areas of need.

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.

Parents will be informed through different means to participate in the different programs offered from the different agencies. Parent letters, Email, social media and parent meetings will be some ways to communicate information to the parents. Parents will also be informed of the different programs offered through CPS and the FACE department to engage in different workshops and training that deal with the mentioned programs.

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.

George Washington has monthly PAC meetings. The administrative team will hold the Annual Title 1 Meeting and Organizational Meeting with the the PAC members at
the start of the school year. 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, timeline for elections, budget, parent plan, schedules, and any required documentation. The principal
will attend the monthly meetings, provide input, and revise the Parent Involvement Plan, as necessary.

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, GWES holds the Annual Title 1 Parent Meeting. During this meeting, the administrative team informs parents of the school's participation in the ESSA Title 1 program and invite 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 during the school year, so that parents can better support their children social-emotionally and academically. The projected date of the meeting is between Sept. 18th and Oct. 9th 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.

GWES 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. GWES 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 GWES 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 MAPskills 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, 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. Teachers will also stress the importance of checking the parent Portal to review their students progress.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

All of GWES 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 report and report card distribution/ conferences 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 Parent Portal. The assigned staff members and administrators will provide training on how to use 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.

At the beginning of each school year, teachers have parent workshops that provide informational resources, and materials and training, including literacy to assist parents in working with children to improve their academic achievement, and to encourage increased parental involvement. The school also provides Literacy Nights each year to assist and promote parent involvement with their children at home as well as school. 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.

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 GWES faculty. The tools for communicating are conferences, phone calls, email, parent portal, letters, and fliers. 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.

GWES has two full-day prekindergarten program classrooms. At the start of the school year, the school hosts the parents of all prekindergarten students to welcome them to the school and inform them of all pertinent information and expectations. 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.

Our school provides information to parents in their native language of Spanish through notes to parents, newsletters and school calendars. The school also posts
parent announcements on our social media outlets, our marquee.

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 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. We will also engage 8th grade students to participate in the High School Investigation day at the neighborhood High School

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 2020-2021 calendar). Progress Report Conferences will be held in Oct.,
Dec., Feb., and May (as per 20-21 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.

NWEA reports, Report Card Pick up, Progress Reports. Six weeks into every week quarter progress report are distributed to parents.
Parents are always welcomed to our school, teachers communicate with parents via agenda, email and telephone.

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

Teachers are available to meet with parents before school and also during preparation periods. If the occasion calls for a parent-teacher conferences during
the school day, coverage is provided to the teacher.

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 welcome to volunteer at the school with the appropriate clearance from CPS. Teachers will provide a schedule with times in which they can come and support students. All parent
volunteers must have a background check and TB test. Teacher will provide parents opportunities to volunteer in different activities such as field trips,
classroom celebrations or teacher help. Teacher will schedule a time and day so all parents will have an opportunity to participate.

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

The staff at GWES will provide parents with various workshops throughout the school year. Parents can assist in their child's learning by attending
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. 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. When students are failing, parents are notified immediately via phone or email, a parent conference is scheduled and a remediation plan is put into place. If needed, the remediation plan will be revised after 4 weeks of implementation

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).

Each parent, student, teacher and administrator will fill out a compact to ensure the commitment. At the beginning of the school year, parents will have the
opportunity to meet teachers in the open house and participate in different events such as Literacy Night, Science Fair, Spelling Bee, school
assemblies and award ceremonies. Administration will do a daily walkthrough in order to make sure that the school is ready to function. Students and
teachers will be acknowledged for perfect attendance as well as honor roll. Special events are held to recognize students' accomplishments at the school level and the network level.

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 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:

Increase parent understanding of the rigor of Common Core Literacy and Mathematics standards

Identifying, responding, and preventing bullying Having difficult conversations with adolescents		

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$1088.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$300.00
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)	$1000.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$300.00
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.	$250.00
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.	$200.00
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