

John Milton Gregory Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	Carter, Vaughns, Trentham	Team Members, Meetins, SEF Ratings

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

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning

- 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 2 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- 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)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 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)
- 2 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 2 - Transitions, College & Career Access, & Persistence
 - 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 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)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**

- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	2

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	3
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1
3	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	Incorporate a variety of Instructional Practices to address varying student needs
Root Cause 1	Lack of teacher training on best trauma sensitive practices in teaching general ed. and diverse learner. Lack of materials needed to successfully implement small groups/centers (need of a technology devices for each student) Not enough

	support for teachers in dealing with disruptive students in serious need of extra one-on-one help (trauma informed classroom). Specific technology programs to address independent practice, students working at grade level.
Area of Critical Need 1	Schoolwide policy to address grading practices and on-track and off-track data and use data to continue to develop universal assessments
Root Cause 2	Not enough professional development days and time in student attendance days to develop cohesive plans, throughout the school, not just within gradebands. School-wide approach in grading practices. Data analysis tool to better inform teacher practice around data.
Area of Critical Need 3	Build leadership capacity among teacher leaders for continuous development of ILT and GLT teams
Root Cause 3	Not enough planning time among all teachers, Prek-8 general ed. and diverse learner teachers. In need of more professional development days for teacher leaders and across grade levels. In need of more communication between grade levels.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math) We chose this metric because instructional practice improvement is working towards the attainment goal of 50% and 55%.	African American Male		50.00	55.00
	African American Female		55.00	60.00
Vision: NWEA Attainment G2-8 (Reading) We chose this metric because we want our students to be functioning at grade level and increase their attainment to 67% and 68%.	African American Male		67.00	72.00
	African American Female		68.00	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
Vision: Attendance Rate We chose this metric because we want to increase our on-track and off-track student data and meet our schoolwide attendance goal of 96%.	African American Male		96.00	96.50
	African American Female		96.00	96.50
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

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...	Incorporate a variety of Instructional Practices to address varying student needs. These needs include: Students' learning intelligences, for example audio, visual, kinesthetic, etc.; Students current skill attainment; and Students SEL needs.
Then we see...	An increase in student learning through participation and assignment completion; Students taking more ownership in their academic work; Students progressing in skill attainment.
which leads to...	An increase in our NWEA Math Attainment goal to 50% and 55% and NWEA Reading Attainment goal to 67% and 68%.

Budget Description	
Tags	Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Continue to provide Best Practices Differentiated Instruction Professional Development for teachers Tags: Instruction, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams (Not started) Spotlight teachers implementing Best Practices: Peer observation & workshop from spotlighted teacher. Tags: (Not started) Provide teachers with professional development, peer observation, and tba learning that focuses on mutliple learning intelligences. Tags: (Not started) Provide resources to support instruction incorporating at least 2-3 different learning intelligences. Tags: (Not started) Provide Trauma and SEL training to all teachers and staff Tags:

Strategy 2

If we do...	School-wide policy to address grading practices and on-track and off-track systems and continue to develop universal assessments
Then we see...	Overall improved systems that promote an increase in students grades and attendance school-wide and developed vertical align common core assessments school-wide.
which leads to...	Increase on-track student data and meet our school-wide goal of 96% attendance.
Budget Description	
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Action steps	<ul style="list-style-type: none"> • (Not started) ILT will develop school-wide grading policy based on best practices and teacher input from grade level teams. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create an Assessment Team from ILT <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Assessment Team meet and create 5 week assessments based on projected skills-Assessment Team and Classroom Teacher revise assessment to reflect skills actually taught <p>Tags:</p>
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Strategy 3

If we do...	Build leadership capacity among teacher leaders for continuous development of ILT and GLT teams
Then we see...	Teacher leaders driving curriculum development and implementation; Collaborating on instruction, data analysis and assessments.
which leads to...	An increase in our NWEA Math Attainment goal to 50% and 55% and NWEA Reading Attainment goal to 67% and 68%.
Budget Description	
Tags	Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> • (Not started) Provide professional development to leadership team and time to collaborate and plan instruction. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Select meeting days and times for school year <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Map out topics for meetings and select ILT members to lead <p>Tags:</p>

Action Plan

Strategy 1

Continue to provide Best Practices Differentiated Instruction Professional Development for teachers

Aug 10, 2020 to Jun 18, 2021 - AP

Spotlight teachers implementing Best Practices: Peer observation & workshop from spotlighted teacher.

-

Provide teachers with professional development, peer observation, and tba learning that focuses on multiple learning intelligences.

-

Provide resources to support instruction incorporating at least 2-3 different learning intelligences.

-

Provide Trauma and SEL training to all teachers and staff

Jun 22, 2020 to Dec 01, 2020 -

Strategy 2

ILT will develop school-wide grading policy based on best practices and teacher input from grade level teams.

Aug 03, 2020 to Jun 30, 2021 - ILT Leadership team

Create an Assessment Team from ILT

Jun 22, 2020 to Aug 24, 2020 -

Assessment Team meet and create 5 week assessments based on projected skills-Assessment Team and Classroom Teacher revise assessment to reflect skills actually taught

Jun 22, 2020 to Jun 21, 2021 -

Strategy 3

Provide professional development to leadership team and time to collaborate and plan instruction.

Aug 03, 2020 to Jun 30, 2021 - ILT Leadership Team

Select meeting days and times for school year

Jun 22, 2020 to Aug 31, 2020 -

Map out topics for meetings and select ILT members to lead

Jun 22, 2020 to Aug 31, 2020 -

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.

The leadership team analyze the school wide data (attendance, culture, instructional and assessment) and decisions are made regarding the needs of the entire school. ILT and GLT assess instruction and implement the Common Core State Standards pacing guide in correlation to teacher strategies and NWEA data to promote student achievement.

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

All students have the opportunity to meet proficient and advance academically through a range of effective pedagogical approaches teachers take. Teachers development instructional skills, develop probing and critical thinking questions and discussion techniques. Engage and challenging students in rigorous content, using digital and non-digital learning. Using multiple measures to assess; weekly formative assessments, summative and district assessments to clearly understand student learning.

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.

Instructional strategies focused on provide individualized instruction, adjusting and intervening timely for struggling students and addressing their specific gaps in instruction. Specifically using balanced literacy, guided reading, close reading, MTSS process and digital programs (i.g. IXL, Khan Academy) Providing training to teachers to effectively engage students in strategies.

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).

Strategies addressing all students involve tier 1 core instruction for all, students displaying low achievement and are at risk of not meeting the NWEA will work in small groups with teachers addressing their specific needs. Students will be screened, diagnostic tested to determine area of focus and then progress monitored tracking development, these students will go through the Tier 2 and 3 services. Counselor will access academic and SEL services needed.

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

Strategies used to attract high-quality and highly-qualified teachers

*Quality instruction and resources available

*Strong supports for their struggling students

*High quality professional development

*Effective coaching

*Opportunities to work various programs and spearhead school support activities

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

Teachers are provided with on-going data analysis of the most current data to assist in planning of instruction, specifically small group instruction. Professional development is offered throughout the school year to address instructional practices. Professional development for parents will offer an understanding of the NWEA score and other key elements to assist their child with improving and monitoring their academic performance.

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

Parents are invited monthly to participate in school events that promote parent/student interaction. We then gather information regarding parent need and develop a plan to implement a workshop or class to address the parent need; monitoring their student's gradebook. resume writing or how to support students with homework.

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.

Gregory currently have two preschool classrooms. We work on transitioning of preschoolers throughout the school year. Our preschoolers participate in schoolwide programs and activities. Preschool teachers collaborate with teachers regarding instruction and participate in planning of instruction. Teachers follow the guidelines and lessons outlined preparing preschoolers for that transition to kindergarten.

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.

ILT plan the overall instructional program and creates a process of ongoing assessing of students in order to improve achievement. ILT analyze school data interpreting strengths and growth area and develop a schoolwide plan for addressing the data and skill development of students.

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.

Students are initial grouped according their performance on the BOY testing, through progress monitoring students are moved as they progress. Weekly assessment provides an on-going measure of students proficient in a skill and is used to determine how much additional assistance is need to move towards mastery of a skill.

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.

Gathering a team inclusive of parents, counselor, social worker, case manager, teachers and administrative. Each team member working to oversee the implementation of various programs and follow through with the support of the team.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

- Monthly Parent Meetings
- Parent Workshops
- Monthly Newsletters, School & Grade level
- Monthly school calendar
- Classroom Dojo; Parent communication and student progress monitoring tool
- School Website
- Emails
- Parent Portal

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Annual Meeting will be held in the parent room 103 in September 2020 and the Organizational Meeting will be held October 2020 in the parent room 103, dates contingent on school reopening. The School will hold monthly parent meetings, parent workshops, distribute monthly newsletters, post information on the School Website, and email information to parents. Parents are also encouraged to check Parent Portal and will be given login assistance at report card pick up days and parent conferences. Parents are provided with a meeting space, including a parent library of recent and relevant titles for parents to checkout.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school will survey parents, regarding suggestions and comments. Then incorporate that information into school policies and goals.

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.

The school will disseminate information during parent meetings, emails, Parent Portal, and student learning contracts.

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.

The principal would immediately send the information home as soon as notice is received from the State or Central Office.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A;

how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The principal would immediately send the information home as soon as notice is received from the State or Central Office.

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.

The school will use student learning contracts, reading logs, and offer home magazine subscriptions to share and promote literacy with their children. Also, school purchased educational software: Achieve3000, Study Island, and IXL, Vocab.com, etc. students can access these programs outside of school.

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 school will provide professional development to staff on how to best communicate and work with parents as equal partners in the education of their children.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The school will provide parents with the monthly newsletter and parenting guides, and workshops.

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.

The school will email and send newsletters that are readable and understandable to 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>**

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

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

n/a

School-Parent Compact (Complete)

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

The mission of John Milton Gregory Academy is to provide every student with rigorous learning experiences with the expectation of high student achievement, college and career readiness. We will ensure that all of our students achieve to the best of their ability by implementing a curriculum that is rich in reading, math, engaged activities, technology, and that is inclusive of the needs and aspirations of the community.

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.

? Two Report Card Pickups (November 2020 and April 2021)
? Parent-Grade Level Meetings (Bi-Monthly)
? Open House (September 2020)

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

? Parent Phone Logs
? Progress Reports every 9-10 weeks
? Emails
? Gradebook: Parent Portal
? Classroom Dojo

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

? Email
? Gradebook-Parent Portal
? Phone calls
? Teachers are available to conference 25 minutes prior to instructional day and 25 minutes after the end of the instructional day

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 able to volunteer, participate, and observe classroom activities upon approval from administration and completion of parent volunteer form.

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

- ? Homework Contract
- ? Gradebook: Parent Portal
- ? Student Learning-Attendance Contract
- ? Reading Log
- ? Daily Attendance phone calls
- ? Monthly newsletter with average monthly attendance, student achievements, student supports, upcoming events.

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

- ?Parent-Student Learning-Attendance Contract
- ?Gradebook: Parent Portal
- ? Attendance phone calls
- ? Email
- ? Phone calls
- ? Classroom Dojo

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

Students will show responsibility through daily attendance (on time), completion of homework and daily assignments, and adhering to the CPS Student Code of Conduct.

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.

Goal: Increase parent involvement; Parent education; Build Parent-School-Community Relations; Provide Strategies for working with children at home; Empowering single parents.

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

Account(s)

Description

Allocation

51130, 52130	<p>Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.</p>	\$0.00
53405	<p>Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.</p>	\$1767.00
53205	<p>Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	\$300.00
54125	<p>Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)</p>	\$0.00
54505	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	\$0.00
54205	<p>Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.</p>	\$0.00
54565	<p>Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$450.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.</p>	\$0.00