

Galileo Math & Science Scholastic Academy ES 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/15/2020	All	Process planning
01/29/2020	All	Self Assessment

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
 - 3 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)
 - 3 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
 - 3 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
 - 3 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
 - 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
 - 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
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 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
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 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
 - 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 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

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
- 3 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)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 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)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 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)

- 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)
- 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)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 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:**
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

- 2 - Relational Trust
 - 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community

- 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 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)
 - 3 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

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
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Relational Trust	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
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
3	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Family & Community Engagement	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	All students scoring in the 24th - 49th %ile on the NWEA exam achieve less growth than their peers
Root Cause 1	Not optimiizing human resources or creative learning structures to support students who are just below grade level in the general

	education classroom; lack of research based interventions for tier 2 and tier 3 students;
Area of Critical Need 2	African American growth %ile in both reading and math is lower than the school average (20%ile points lower in reading)
Root Cause 2	Students and families may not feel as connected to the school as other groups of students; our curriculum or outreach doesn't meet the needs of some of these students and families (i.e. need for culturally relevant curriculum)
Area of Critical Need 3	On track rates (grades) are lower for African American (21% earning D's or F's at semester) and Latino students (13% D's or F's at semester) compared to White and Asian peers
Root Cause 3	Need for grade-wide, content specific shared rubrics, common assessments, and exemplars of mastery; need for Diverse learner common grade modification systems and communications with families
Area of Critical Need 4	Year over year trend data on 5 Essentials indicate students do not feel supported; year over year data on teacher surveys indicate a disconnect in discipline procedures both in classrooms and with office referrals
Root Cause 4	Common definitions of restorative practices do not yet exist between staff, admin, and students resulting in different perceived experiences of policies

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 (Reading) We want to ever increase our overall attainment percentile in both reading and math to reflect the targeted and overall work teachers are doing with kids to improve practice and therefore student achievement.	African American		70.00	75.00
	Latinx		83.00	88.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math) We want to ever increase our overall attainment percentile in both reading and math to reflect the targeted and overall work teachers are doing with kids to improve practice and therefore student achievement.	African American		70.00	75.00
	Latinx		80.00	85.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Students between the 24th-49th percentile are experiencing less growth than other students in our building g- we would like to focus some of our strategic MTSS work around this group of students in both reading and math.	Overall		65.00	70.00
	African American		55.00	68.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) Students between the 24th-49th percentile are experiencing less growth than other students in our building g- we would like to focus some of our strategic MTSS work around this group of students in both reading and math.	Overall		72.00	75.00
	African American		55.00	62.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS (Blank)	Overall		50.00	70.00

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...	If we ensure aligned practices with tier 1 curriculum and tier 2 supports by teachers and SECAs,
Then we see...	then we will see consistent application of curriculum and student engagement
which leads to...	which will lead to an increase in student growth in reading and math for students in the 24-49th percentile on the EOY NWEA.
Budget Description	Additional PD and training for teachers on Aimsweb progress monitoring tool as well as new tier one curricula purchased in SY19-20 will support differentiated instruction targeted toward students performing below grade level. (Fund 115)
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> • (Not started) PD for teachers on implementation of new curriculum and progress monitoring tools (F&P, Aimsweb) Tags: • (Not started) Shared planning time for teachers engaging in common tier 1 curriculum (fall 20) Tags: • (Not started) Peer observations within and between grade levels using common curriculum (quarterly, 20-21) Tags: • (Not started) Collaboration with other schools utilizing same curriculum in 4-8 Tags: • (Not started) Blended online after school options for academic Tags: • (Not started) Revised 4-8 flexible advisory schedule (summer 20 Tags:

Strategy 2

If we do...	If we engage our staff in PD around culturally relevant curriculum and teaching practices as well as build a robust student voice committee,
Then we see...	then we will see an increase in the use of high quality and culturally relevant teaching practices across all classrooms
which leads to...	which will result in increased academic growth of our African American and Latino students in both reading and math in end of year NWEA results.
Budget Description	Professional development from consultants will assist our staff in examining beliefs and biases that impact curriculum and pedagogy allow opportunities for adult learning and growth that will result in more equitable teaching and discipline practices. (Fund 115)
Tags	Student Voice, Engagement, and Civic Life, Equity: Resource Equity, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> • (Not started) Assessment of current classroom libraries paired with recommended reading lists Tags: • (Not started) Create Diversity, Equity and Inclusion (DEI) committee Tags: • (Not started) Staff research and reads: Courageous Conversations or Culturally Responsive Teaching and the Brain or other similar text Tags: • (Not started) Student research and reads in advisory This Book is Anti-Racist, Tags: • (Not started) ELA unit plan analysis to ensure nonfiction and fiction texts are representative of student population and other cultures (windows and mirrors) ? Release days for curriculum mapping and revision Tags: • (Not started) Build student voice committee (for curricular input) Tags: • (Not started) Research partnerships for providing PD (summer, ILT) Tags:

	<ul style="list-style-type: none"> • (Not started) Parent survey and input for additional needs and wants in academic program (and SEL) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Parent academic outreach plan <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Back to School Whole School READ (Woodson's The Day You Begin) <p>Tags:</p>
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Strategy 3

If we do...	If we deeply analyze our current assessment and grading practices and best practices for assessment/grading through an equity lens,
Then we see...	then we will see increased alignment in grading practices that reflect a more accurate indication of students' progress toward mastery of grade level standards
which leads to...	which will result in an increase of on track rates for African American and Latinx students and an increase in the percentage of students at attainment.
Budget Description	Staff reads on texts related to equitable grading practices as well as close examination of practices will allow for more equitable grading practices that support and encourage students. (fund 115)
Tags	Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems
Action steps	<ul style="list-style-type: none"> • (Not started) develop common language for rubrics for summative and formative assessments <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) develop common summative assessments in K-3 core subjects and common assessment templates by department in 4-8 <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) develop a Galileo grading guidance document that would ensure everyone shares the same processes/procedures within Aspen <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Common DL grade modifications within grade bands

	<p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Common EL assessment modifications for EL students <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) race and equity committee looks reviews data regularly <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) PD on standards-based grading for mastery vs. completion <p>Tags:</p>
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Strategy 4

If we do...	If we engage our staff in professional development around restorative and supportive discipline practices and increase opportunities for student and teacher relationships within and beyond the classroom,
Then we see...	then we will see more supportive and accountable systems and expectations for students, staff and administration
which leads to...	which will lead to an increased sense of support among students and teachers as reflected in the 5 essentials survey supportive environment results.
Budget Description	The purchase of staff and student texts as well as trainings will support more clear and fundamentally agreed upon discipline policies and lived practices. fund 115
Tags	Supportive and Equitable Approaches to Discipline, Equity: Fair Policies and Systems
Action steps	<ul style="list-style-type: none"> • (Not started) Research partnership for PD <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Restorative discipline research and PD for staff (summer planning - BOY staff) Alternatives <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Staff PD on de-escalation strategies in classroom (trauma informed practices) <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Ensure school wide discipline plan includes and flow chart of ?if-then? (staff, student, parent facing) and clear follow up with staff on consequences

	<p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Student voice committee for input into policies <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop peer mediation program <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Train additional staff (SECAs) on Check in Check Out <p>Tags:</p>
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Action Plan

Strategy 1

PD for teachers on implementation of new curriculum and progress monitoring tools (F&P, Aimsweb)

Aug 15, 2020 to Feb 15, 2021 - MTSS team/ILT

Shared planning time for teachers engaging in common tier 1 curriculum (fall 20)

Aug 24, 2020 to Sep 30, 2020 - Admin/teachers

Peer observations within and between grade levels using common curriculum (quarterly, 20-21)

Oct 01, 2020 to Jun 10, 2021 - ILT/teachers

Collaboration with other schools utilizing same curriculum in 4-8

Nov 01, 2019 to Feb 07, 2020 - Admin/ILT

Blended online after school options for academic

Oct 01, 2020 to May 31, 2021 - MTSS team/after school coordinator

Revised 4-8 flexible advisory schedule (summer 20)

Jul 01, 2020 to Aug 07, 2020 - Admin/ILT

Strategy 2

Assessment of current classroom libraries paired with recommended reading lists

Sep 01, 2020 to Oct 15, 2020 - Teachers/librarian/SVC

Create Diversity, Equity and Inclusion (DEI) committee

Jul 15, 2020 to Sep 15, 2020 - Admin/ILT/teachers/SVC

Staff research and reads: Courageous Conversations or Culturally Responsive Teaching and the Brain or other similar text

Aug 01, 2020 to Sep 15, 2020 - DEI committee/teachers

Student research and reads in advisory This Book is Anti-Racist,

Sep 02, 2020 to Dec 18, 2020 - Student voice committee/DEI committee

ELA unit plan analysis to ensure nonfiction and fiction texts are representative of student population and other cultures (windows and mirrors) ? Release days for curriculum mapping and revision

Aug 31, 2020 to Nov 13, 2020 - Teachers/literacy coach

Build student voice committee (for curricular input)

Sep 02, 2020 to Oct 30, 2020 - Admin/SVC

Research partnerships for providing PD (summer, ILT)

Jun 01, 2020 to Jul 10, 2020 - Admin/ILT

Parent survey and input for additional needs and wants in academic program (and SEL)

Sep 02, 2020 to Oct 15, 2020 - DEI committee

Parent academic outreach plan

Oct 15, 2020 to May 15, 2021 - DEI/SVC committees

Back to School Whole School READ (Woodson's The Day You Begin

Jul 15, 2020 to Oct 01, 2020 - Librarian

Strategy 3

develop common language for rubrics for summative and formative assessments

Sep 02, 2020 to May 01, 2021 - teachers/ILT

develop common summative assessments in K-3 core subjects and common assessment templates by department in 4-8

-

develop a Galileo grading guidance document that would ensure everyone shares the same processes/procedures within Aspen

-

Common DL grade modifications within grade bands

-

Common EL assessment modifications for EL students

-

race and equity committee looks reviews data regularly

-

PD on standards-based grading for mastery vs. completion

-

Strategy 4

Research partnership for PD

Jun 01, 2020 to Jul 31, 2020 - Admin/ILT

Restorative discipline research and PD for staff (summer planning - BOY staff) Alternatives

Jun 01, 2020 to Sep 01, 2020 - ILT/DEI committee

Staff PD on de-escalation strategies in classroom (trauma informed practices)

Sep 02, 2020 to Nov 13, 2020 - Admin

Ensure school wide discipline plan includes and flow chart of ?if-then? (staff, student, parent facing) and clear follow up with staff on consequences

Jun 30, 2020 to Sep 02, 2020 - Admin/mtss committee

Student voice committee for input into policies

Sep 02, 2020 to Jun 16, 2021 - SVC

Develop peer mediation program

Sep 02, 2020 to Jun 16, 2021 - Counselor

Train additional staff (SECAs) on Check in Check Out

Sep 02, 2020 to Oct 05, 2020 - Counselor

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

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

Nationally normed NWEA data broken out by priority groups.

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

MTSS systems and structures to ensure targeted and differentiated curricular resources and pedagogical approaches in the classroom.

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.

Small group instruction on shifting basis determined by weekly classroom based assessment. Progress monitoring systems (Aimsweb) to identify and address skill gaps.

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).

Check in check out systems with counselor and additional staff members; mentor program for recommended students, after school programming.

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

Low turnover but when hiring, robust hiring process with multiple stakeholders and multistep process for candidate. Mentoring program for teachers new to Galileo

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.

Focus on Diversity, Equity and Inclusion (DEI) with external providers, paired with whole staff texts (Culturally Responsive Teaching and the Brain and Courageous Conversations).

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

Ongoing PAC workshops for parents based on interest and need with both internal staff providers as well as external providers.

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.

Kick off to kindergarten (looking into remote opportunities for SY21). Q1 curriculum transition including robust SEL.

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.

Assessment voting procedures in place by grade band.

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.

5 week data check ins using MTSS process with every teacher about every student.

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.

Advisory period used in 4-8 and daily morning meetings in K-3.

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.

Beginning of year BAC and PAC meetings will include the joint development of the plan; subsequent monthly parent PAC and BAC meetings will address implementation.

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

Our annual PAC meeting and organizational meeting will be scheduled for the 3rd week of September. At that time we will set the monthly meetings which will be at varied times and marketed/shared through principal twice monthly emails, website, flyers, and Facebook.

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.

We will survey parents about topics they'd like to discuss/learn about at meetings. Principal will hold monthly open parent meetings to solicit additional feedback and ideas throughout the 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.

NWEA reports will be sent out with report cards.

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.

If this is the case, a letter will go home to families.

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.

Parent workshops and ongoing teacher communication.

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.

Parent workshops on topics such as google classroom, google mail, google calendar, and online academic programs.

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.

Staff professional development and focus on culturally responsive teaching and engagement.

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.

We do not have preK but work to have summer programs for incoming Kindergartners.

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.

Parent communication (newsletters, social media posts, flyers) will be translated into spanish as well.

Policy Implementation Activities

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

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

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

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

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

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.)

Each of our children deserves a powerful education that enhances their potential and fires their intellect. Our students will grow in a safe and loving community that promotes collaboration, encourages individuality and models mutual respect for the rights of others. Our students will be self-motivated and demonstrate flexibility to conquer all challenges and actively engage in the global community. This will be accomplished by providing research-based tier 1 curriculum and providing tier 2 and tier 3 supports to students in order to access the curriculum.

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.

CPS dates in 1st and 3rd quarter as well as ongoing parent and teacher conferences throughout the year as parent and teacher feel necessary (video conference, in person conference, phone calls).

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

Every 5 weeks in addition to ensuring all parents have access to Parent Portal.

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

CPS dates in 1st and 3rd quarter as well as ongoing parent and teacher conferences throughout the year as parent and teacher feel necessary (video conference, in person conference, phone calls).

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 arrange volunteer opportunities with the classroom teacher. Parents can also volunteer in robust school wide events through our 3 parent committees: PAC, BAC, FOG.

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

Use of student agenda books, parent portal, attending virtual and in person parent trainings.

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

Beginning of year parent meetings and monthly subsequent meetings (additional opportunities for open discussion in monthly principal meetings and open door policy).

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 come to school prepared to learn each day and staff will engage with any students or families who are struggling to do so to provide support.

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.

These will be determined in consultation with our PAC at our annual meeting during the 3rd week of September.

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.	\$500.00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$250.00
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)	\$500.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
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.	\$250.00
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