Joseph E Gary Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Alberto Juarez	Principal	ajuarez1@cps.edu	Has access
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Esher Lee	5th grade teacher	slee42@cps.edu	No Access
Juan Lopez	7th grade student	Jlopez18@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/23/2020	Alberto Juarez, Bertha Arredondo, Angelica Guerrero, Luke Ahern, Molly Cooks, Itandehui Luis	Overview of the CIWP, SEF rating
01/31/2020	Alberto Juarez, Bertha Arredondo, Angelica Guerrero, Luke Ahern, Molly Cooks, Itandehui Luis, Dania Berovides, Mary Kussmann, Esther Lee, Juan Lopez (student)	SEF rating
02/10/2020	Alberto Juarez, Bertha Arredondo, Angelica Guerrero, Luke Ahern, Molly Cooks, Itandehui Luis, Dania Berovides, Mary Kussmann, Esther Lee	Analyze data

Date	Participants	Topic
02/19/2020	Alberto Juarez, Bertha Arredondo, Angelica Guerrero, Luke Ahern, Molly Cooks, Itandehui Luis, Dania Berovides, Mary Kussmann, Esther Lee	Identify areas of critical need, select metrics, identify groups
03/02/2020	Alberto Juarez, Bertha Arredondo, Angelica Guerrero, Luke Ahern, Molly Cooks, Itandehui Luis, Dania Berovides, Mary Kussmann, Esther Le	Root Cause Analysis
03/23/2020	ZOOM Meeting: Alberto Juarez, Bertha Arredondo, Angelica Guerrero, Luke Ahern, Molly Cooks, Itandehui Luis, Dania Berovides, Mary Kussmann, Esther Le	Theories of Action
04/13/2020	ZOOM Meeting: Alberto Juarez, Bertha Arredondo, Angelica Guerrero, Luke Ahern, Molly Cooks, Itandehui Luis, Dania Berovides, Mary Kussmann, Esther Le	Action Steps Overview
04/20/2020	ZOOM Meeting: Alberto Juarez, Bertha Arredondo, Angelica Guerrero, Luke Ahern, Molly Cooks, Itandehui Luis, Dania Berovides, Mary Kussmann, Esther Le	Prioritize Action Steps, people responsible, and time frame
04/23/2020	ZOOM Meeting: Claudia Aguilera, parent, Ofelia Lopez, parent	Parent Component

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
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)

- o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- o 4 Enable staff to focus and prioritize what matters most
- o 4 Employ the skills to effectively manage change
- o 4 Make ?safe practice? an integral part of professional learning
- o 4 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**:
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 4 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 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 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 4 Curriculum connects to real world, authentic application of learning
  - o 4 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 4 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**:
- 3 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 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 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 4 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**:
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 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 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
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 2 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 2 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 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 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 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 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 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 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 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)
- o 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)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 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 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)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:
- 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 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
- 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 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 2 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 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 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 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 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 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- o **Evidence**:
- 3 - Family & Community Engagement
  - o 3 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 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)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**1**
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**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	**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: Family & Community Engagement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**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: 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	Math attainment among ELs and students with IEPs
Root Cause 1	Lack of consistent vertical articulation conversations to address how time is allocated.
Area of Critical Need 1	Math growth for all students
Root Cause 2	Lack of consistent structures in place to address student growth ie: acceleration
Area of Critical Need 3	Reading growth among ELs and students with IEPs
Root Cause 3	How time is allocated for students' deficiencies is not evident and consistent across 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
	EL		21.00	26.00

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 Attainment Percentile - Math (Grades 3-8) Low math attainment scores among ELs and students with IEPs 16%, 1% respectively	Students with IEPs		6.00	11.00
SQRP: National School Growth Percentile - Math (Grades 3-8) We have not seen significant gains in NWEA Math growth over the last few years. Our goal is to gain at least 10 points for school year 2020-2021.	Overall		75.00	85.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) Low reading growth among ELs and students with IEPs 17 %, 1 % respectively	EL		22.00	27.00
	Students with IEPs		6.00	11.00
(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 '18-'19: Ambitious Instruction 67 (Strong), Collaborative Teachers 49 (Neutral), Involved Families 49 (Neutral) Effective Leaders 37 (Weak) Supportive Environment 35 (Weak). Our goal is to grow in 4/5 areas, but more specifically for Effective Leaders and Supportive Environment Collaborative Teachers 49 Neutral Involved Families 49 Neutral				4.00	5.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Effective Leaders 37 Weak Supportive Environment 35 Weak We intend to achieve an (organized/strong rating-4) for the 2020-2021 school year, and a Well organized/very strong-5) for the 2021-2022 school year. Our goal is to increase Effective Leaders from 37 to 47 and Supportive Environment from 35 to 45					

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 design and vet common assessments across grade-level content and create structures to collect, analyze, and celebrate evidence of student learning
Then we see...	Then we will see uniformity in grading practices as well as which concepts and skills which will need to be reinforced or retaught. and strengthen the connection between teaching and learning,
which leads to...	which leads to better instructional decisions for improving student learning
Budget Description	
Tags	Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	(Not started) Review and analyze current assessments for effectiveness in conveying the connection between teaching and learning and the inclusion of EL and DL students to ensure students are being supported during assessments towards independence. Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced

Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (Not started) Obtain common assessments for DL students and determine criteria for when and why to use assessments.

  Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (On-Track) Research/Analyze best practices for assessing student work through the use of rubrics

  Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (Not started) Design/research protocols for analyzing student work and plan for when this will occur.

  Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (Not started) Plan for sped team to evaluate student growth through work analysis and analysis of ongoing assessments

  Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning

- (On-Track) * Adding on from 2018-2019 Continue to provide professional development to staff members on UDL, scaffolding, differentiation, and content to determine assessments that are equitable for all our students.

  Tags:Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning

Strategy 2

If we do...	If we build time into the master and professional development schedule for teacher to teacher collaboration (vertically and/or horizontally) and develop structures for continual professional learning around best practices and interventions for EL and DL students
Then we see...	then we will see more consistency and instructional best practices among how time is allocated, grading policies and collaboration among teachers
which leads to...	which leads to all students receiving access to high-quality instruction and a greater impact on student equity and (in) learning
Budget Description	Professional development in best practices for supporting EL and DL students, specifically with co-teaching.
Tags	Leadership for Continuous Improvement, Instruction, ODLSS: Instructional Quality
Action steps	• (On-Track) Plan a professional development calendar with topics for the year including monthly Sped meetings. Ensure the content is differentiated and relevant to teachers practice and provide opportunities for teachers to collaborate vertically and horizontally. Tags:Leadership for Continuous Improvement, Instruction, ODLSS: Instructional Quality • (On-Track) Establish expectations around how time is allocated for intervention/acceleration Tags:Leadership for Continuous Improvement, Instruction, ODLSS: Instructional Quality • (Not started) Provide professional development (outside provider) for best practices for increasing student achievement for EL and DL students within the core content (co-teaching, best practices for ACCESS) Tags:Leadership for Continuous Improvement, Instruction, ODLSS: Instructional Quality • (On-Track) Adding on 2018-2019 Continue to Review and revise current units and tasks to incorporate the framework for teaching to ensure rigor and text complexity for all students, and determine if based on the data if a new curriculum needs to implemented for consistent, and equitable instruction. Tags:Leadership for Continuous Improvement, Instruction, ODLSS: Instructional Quality

Strategy 3

If we do...	If we evaluate our curriculum's scope and sequence for its effectiveness in providing all students with rigorous, authentic, and supportive learning opportunities for all student including EL and DL students.

Then we see...	then we will plan opportunities for students to advance their learning through more challenging and accelerated learning experiences.
which leads to...	which will lead to greater student growth and achievement
Budget Description	Purchase common assessments for Diverse learners CPS approved Reading curriculum for 3rd-5th to support our current novel-based educational program Heinemann Professional Development for LLI kits Expand LLI resources
Tags	Curriculum
Action steps	• (Not started) Research and obtain reading curriculum for 3-5th grades that is supportive of DL and EL learners and their needs in learning to read. Tags:Curriculum • (On-Track) Review units to ensure DLs and ELs are fully able to access the curriculum and that appropriate scaffolds are included and implemented. Tags:Curriculum • (Not started) As part of the Trauma Informed Schools Project, implement Calm Classroom curriculum in 3rd and 4th grade. Implement no cost Sanford Harmony curriculum at a designated grade level https://www.sanfordharmony.org/ Tags:Curriculum • (On-Track) Plan for time to go through the GO math curriculum vertically and horizontally at beginning of the year to continue work from past regarding the major, supporting and additional clusters Tags:Curriculum • (Not started) Create a scope and sequence at each grade level in content areas that is public knowledge to best track CCSS, objectives, assessments at each grade level Tags:Curriculum • (Not started) Analyze student tasks and evaluate rigor, authenticity and scaffolds Access current curriculum to determine what parts of our curriculum needs to be revisited, and revised. Tags:Curriculum • (Not started) Expand resources for after school support LLI curriculum and math curriculum. Tags:Curriculum

Action Plan

Strategy 1

Review and analyze current assessments for effectiveness in conveying the connection between teaching and learning and the inclusion of EL and DL students to ensure students are being supported during assessments towards independence.

Aug 24, 2020 to Jun 04, 2021 - Grade level teams, Admin, sped teachers, Case Managers

Obtain common assessments for DL students and determine criteria for when and why to use assessments.

Jun 01, 2020 to Jun 04, 2021 - MTSS, Sped Team, Case Managers

On-Track Nov 06, 2020

Research/Analyze best practices for assessing student work through the use of rubrics

Aug 31, 2020 to Jun 04, 2021 - ILT, Admin

Design/research protocols for analyzing student work and plan for when this will occur.

Aug 31, 2020 to Jun 04, 2021 - ILT, Admin

Plan for sped team to evaluate student growth through work analysis and analysis of ongoing assessments

Aug 31, 2020 to Jun 04, 2021 - MTSS, Sped team, Case managers

On-Track Nov 12, 2020

* Adding on from 2018-2019 Continue to provide professional development to staff members on UDL, scaffolding, differentiation, and content to determine assessments that are equitable for all our students.

Aug 31, 2020 to Jun 04, 2021 - All Teachers, MTSS, ILT

Strategy 2

On-Track Oct 09, 2020

Plan a professional development calendar with topics for the year including monthly Sped meetings. Ensure the content is differentiated and relevant to teachers practice and provide opportunities for teachers to collaborate vertically and horizontally.

Aug 31, 2020 to Jun 04, 2021 - Content Committees, Case Managers, Admin

On-Track Nov 12, 2020

Establish expectations around how time is allocated for intervention/acceleration

Aug 31, 2020 to Jun 04, 2021 - MTSS commitee, Admin

Provide professional development (outside provider) for best practices for increasing student achievement for EL and DL students within the core content (co-teaching, best practices for ACCESS)

Aug 31, 2020 to Jun 04, 2021 - ILT, Admin, MTSS, case managers

On-Track Nov 06, 2020

Adding on 2018-2019 Continue to Review and revise current units and tasks to incorporate the framework for teaching to ensure rigor and text complexity for all students, and determine if based on the data if a new curriculum needs to implemented for consistent, and equitable instruction.

Aug 31, 2020 to Jun 04, 2021 - Grade level teams, MTSS, ILT, Admin, Case managers

Strategy 3

Research and obtain reading curriculum for 3-5th grades that is supportive of DL and EL learners and their needs in learning to read.

Aug 31, 2020 to Jun 04, 2021 - Admin, reading committee, MTSS commtitee

On-Track Nov 06, 2020

Review units to ensure DLs and ELs are fully able to access the curriculum and that appropriate scaffolds are included and implemented.

Aug 31, 2020 to Jun 04, 2021 - ILT, content committees

As part of the Trauma Informed Schools Project, implement Calm Classroom curriculum in 3rd and 4th grade. Implement no cost Sanford Harmony curriculum at a designated grade level https://www.sanfordharmony.org/

Aug 31, 2020 to Jun 04, 2021 - Trauma Informed Schools Team

On-Track Nov 06, 2020

Plan for time to go through the GO math curriculum vertically and horizontally at beginning of the year to continue work from past regarding the major, supporting and additional clusters

Aug 31, 2020 to Jun 04, 2021 - Math team, grade level teams

Create a scope and sequence at each grade level in content areas that is public knowledge to best track CCSS, objectives, assessments at each grade level

Aug 31, 2020 to Jun 04, 2021 - ILT, Admin, Grade level teams, All content committees, MTSS, SPED team

Analyze student tasks and evaluate rigor, authenticity and scaffolds Access current curriculum to determine what parts of our curriculum needs to be revisited, and revised.

Aug 31, 2020 to Jun 04, 2021 - ILT, Admin, Grade level teams, All content committees, MTSS, SPED team

Expand resources for after school support LLI curriculum and math curriculum.

Aug 31, 2020 to Jun 04, 2021 - MTSS team, after school team, math committee

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 CIWP team rated the School Effective Framework categories, analyzed the following school data: NWEA, ACCESS, on-track reports, IAR, 5 Essentials Reports Survey and SQRP to determine the school's needs.

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

The following strategies will be implemented to increase student achievement: Share the school?s vision, analyze and share data with students, increase rigor, teach students the levels of rigor, set high and clear expectations and establish a culture of evidence and justification.

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.

The Instructional Leadership Committee, grade level teams, special education teachers (team instead), MTSS coordinator, EL Coordinator, case managers and administration will plan a professional development calendar with topics for the year including monthly Sped meetings. The teams will ensure the content is differentiated and relevant to teacher practice and provide opportunities for teachers to collaborate vertically and horizontally. We will also provide professional development for best practices for increasing student achievement for EL and DL students within the core content (co-teaching, best practices for ACCESS). In addition, we will continue to review and revise current units and tasks to incorporate the framework for teaching to ensure rigor, learning targets, balanced assessments, and text complexity for all students, and determine if based on the data if a new curriculum needs to be implemented for consistent, and equitable instruction.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Gary School has partnerships with the following organizations: New Life, Urban Life Skills, B.A.M., Hartgrove, Garfield Park and Riveredge Hospitals, Beyond the Ball, Little Village Little League, Chicago Children?s Center for Behavioral Health, Taller de Jose and Enlace to address the needs of all students. Gary continues to offer opportunities for career awareness through career day and college days.

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

Both teachers and support staff are involved in the interview process. We ask interviewees to conduct mock lessons to observe how they disseminate information, how they approach students and essentially their teaching style. We follow up with references and contact previous administrators to ensure candidates share our philosophy and will be a good fit for the school.

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

The Instructional Leadership Committee, grade level teams, special education teachers (team instead), MTSS coordinator, EL Coordinator, case managers and administration will plan a professional development calendar with topics for the year including monthly Sped meetings. The teams will ensure the content is differentiated and relevant to teacher practice and provide opportunities for teachers to collaborate vertically and horizontally. We will also provide professional development for best practices for increasing student achievement for EL and DL students within the core content (co-teaching, best practices for ACCESS). In addition, we will continue to review and revise current units and tasks to incorporate the framework for teaching to ensure rigor, learning targets, balanced assessments, and text complexity for all students, and determine if based on the data if a new curriculum needs to be implemented for consistent, and equitable instruction.

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

We believe that giving parents a voice will increase family involvement. The following are some strategies we use to increase parent participation: At the beginning of the school year, parents are given a survey to

choose workshops they feel would most benefit them so they can help their children academically. The following are held at the beginning and throughout the year to attract families: Open House, Literacy and Art nights, Student of the Month, holiday assemblies, Mother?s Day Mariachi concert, Coffee with the Principal, BAC, ESSA and LSC committees.

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.

There is collaboration between the home, school, community, preschool and kindergarten teachers. Teachers prepare families and their children for the transition to kindergarten by providing literature and resources for effective transitions.Teachers arrange visits for preschool children to visit kindergarten classrooms and meet teachers.

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.

The Instructional Leadership Committee, grade level teams, special education teachers, MTSS coordinator, case managers and administration will review and analyze current assessments for effectiveness in conveying the connection between teaching and learning and the inclusion of EL and DL students to ensure students are being supported during assessments towards independence. They will design/research protocols for analyzing student work and plan for when this will occur. The teams will also research/analyze best practices for assessing student work through the use of rubrics, obtain common assessments for DL students and determine criteria for when and why to use assessments. Teachers will evaluate student growth through work analysis and analysis of ongoing assessments.

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.

The following strategies will be implemented to increase student achievement: Share the school?s vision, analyze and share data with students, increase rigor, teach students the levels of rigor, set high and clear expectations and establish a culture of evidence and justification.

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.

All parents regardless of which programs their children are affiliated with (i.e. Gifted, Sped, Bilingual, and Pk) will be awarded with the same information with regards to parent meetings & workshops. All meetings will integrate elements of each program to further encourage, promote and support academic needs for all families. Information will be shared with families via the monthly calendar, principal?s newsletter, flyers sent home with students and agendas posted on doors.

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.

Parents will be involved as stakeholders of the development, periodic review and revision of the ESSA school parental involvement plan & policy via the ESSA parent committee. Monthly meetings will be scheduled throughout the school year to afford parents with vital information to ensure student academic growth as well as self- growth. Periodically, the committee will revisit the plan and revise if necessary. The committee will keep parents as well as the LSC abreast of its work.

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

On an annual basis in September, the school will conduct an organizational meeting whereby the purpose of the program will be explained. In addition, committee officers will be selected and meeting dates will be scheduled. Parents & community members alike will be invited to all meetings via monthly school calendars, monthly newsletters, flyers, school's marquee and announcement on the school's website. The Annual and Organizational meetings will be held on September 10, 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.

Parent groups will always be encouraged to voice their concerns and suggestions for improvement with regards to the instruction of their children. At monthly meetings, parents will be given an opportunity during public participation to voice suggestions. School administration will answer general questions at hand and
will also meet with small parent groups to address any such suggestions.

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.

All parents will be given a five-week progress report (4 per school year) detailing students? academic progress in all content areas (language arts, math, science, social science, writing as well as all resource courses). In addition, parents will be given quarterly report cards in which 2 will be parent/teacher conferences. Furthermore, parents will receive quarterly assessment results. Lastly, parents will be given IAR and NWEA reports.

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.

Parents will receive letters notifying them if their children have been assigned to or taught by a teacher who is not ?highly qualified?.

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 Promotion Policy is distributed to all parents and students at the beginning of the school year. Mandatory parent grade level meetings and open house are also held to explain the state's student's academic achievement standards. Teachers are also in-serviced on the state standards so as to further inform both students and parents. Parents are continuously encouraged to meet with teachers to discuss student progress. Furthermore, parent workshops have been established as a means to assist parents on how to establish a parent portal account in order to monitor their child's progress.

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.

In order to ensure that parents are able to assist and work with their children, the school will offer various workshops as a means to enable and/or equip parents with the necessary tools to provide assistance at home for their children. Also, during PAC meetings, parents will receive additional information on ways to assist their children academically.

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.

All school staff will be trained and informed on how to work in collaboration with parents as a means of building stronger ties between school and home. School staff will be awarded information, tips, and suggestions during staff meetings, bulletins and PD on how to communicate effectively with parents to ensure student achievement. Literacy and Art Nights and assemblies will be offered throughout the school year to build parent/teacher collaboration, communication, and support.

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.

All parents regardless of programs (i.e. Gifted, SPEd, Bilingual, Head Start, PAC, and BAC) will be awarded with the same information with regards to parent meetings & workshops. All meetings will integrate elements of each program to further encourage, promote and support academic needs for all families.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All communication related to school and parent program meetings and other such activities will be sent home in both English and family native language (Spanish) to ensure that the information being communicated is clearly understood. In addition to written communication, verbal reminders in both languages will be communicated at all meetings.

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)

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.)

Gary School's mission is to provide a well-rounded, rigorous curriculum to empower students to realize their greatest potential and to inspire them to be life-long learners and critical thinkers by nurturing relationships among parents, students, community, and 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.

Teacher/parent conferences will be held officially two times a year (11/18/20 & 04/21/21) in the 2020-2022 school year, and in November and April for the 2021-2022 school year to discuss student academic performance. Unofficially, parents and teachers can schedule conferences regarding their students? performance as needed throughout the school year.

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

All parents are given a five-week progress report (4 per school year) detailing student's academic progress in all content areas (language arts, math, science, social science as well as all resource courses). In addition, parents will be given quarterly report cards in which 2 will be parent/teacher conferences. Furthermore, parents will receive quarterly assessments results. Lastly, parents of bilingual students will be given an annual ACCESS report and all parents will be given annual IAR and NWEA reports.

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

Parents will be provided with the names of all teachers, grade level and content area at the beginning of the school year. All staff will be made available on a daily basis to meet with parents and discuss student performance as well as any curricula concern during the following times: before school, after school and during teacher preparation periods.

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.

All parents are highly encouraged to take an active role in their child's education. If interested in volunteering on a consistent basis, parents may complete and submit an application. Parents who wish to observe, participate and volunteer occasionally may schedule their participation with the specific teacher and administration.

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

Parents will support their children's learning via parent workshops. Parents will establish parent portal accounts and conference consistently with their child's teacher. Communication between home/school will be an essential component to the student's success.

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 will be afforded an opportunity to take an active role within their child's education and decision making via: meetings, conferencing & communication with their child's teacher

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).

Various programs have been set in place to empower students to take responsibility for their academic achievement via: Positive Behavior Intervention Strategies (PBIS), Career Day, former successful school alumni as guest speakers, High School Fair, College Day and periodic incentives for perfect attendance, citizenship, honor roll, and student of the month.

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.**
>
> Presentations and workshops will be conducted on a monthly basis relating to academic success, such as reading and math strategies, and social-emotional learning.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$442.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$1743.00
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)	$2193.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$2193.00
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.	$400.00
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.	$0.00

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