 **GSES SUP at a Glance 2021- 2022**

|  |  |
| --- | --- |
| **Goal 1: High Impact Instruction**: All student’s learning experiences are aligned to the rigor of the standards and best practices in Core Action 1, 2, and 3 for increased student achievement, engagement, collaboration, and problem solving. |  |
| * Intentional planning for all student learning experiences matched to the rigor of the standards/identified essential standards: * Literacy block using complex text, DI time, daily foundational skills instruction linked to text, and print/digital text to build vocabulary and knowledge for writing. * Implement and monitor a schoolwide writing across the curriculum from K to 5th, utilizing the ELN resources, Exemplars, Vertical teaming, writing strategies/anchor charts, Level 4 FSA writing instruction with an emphasis on using academic vocabulary, elaboration, ACE, DBQ’s * **Monthly writing will be monitored by admin/ coaching and displayed schoolwide on hallway bulletin boards** * Math block comprised of math fluency activities, concept development lessons with application, and a student debrief session, writing to explain. * Intentional planning of engagement strategies, productive struggle opportunities, meaningful accountable talk and collaboration. * **More rigorous engaging differentiated instruction time allowing students to practice grade level skills** * Monitoring High Impact Instruction for implementation and Support: * **IPG Tool:  Focusing on Core actions 2 and 3 in Tier 1, 2, and 3 across all academic areas** * Monthly SLT, Weekly Coaching/Planning, National Elementary Honor Society, Monthly PD, weekly PLC, and Parent Workshops, SIT at least 3 times monthly |
|  |  |
| **Goal 2: Collaborative Culture:** Increase staff and student engagement through delivery of engaging learning experiences /PD and with positive behavior supports and interventions for ALL. |  |
| * Tier 1 PBIS school-wide using Morning Meetings, Restorative Practices, Second Step, What if I do, Citizen of the Month, Pelican store, Pelican Stars, team wide behavior plan, Bands for grades 4 and 5 * Tier 2 system Check in/Check out with class incentives, goals and reflection * School Intervention Team (SIT) and Teachers will identify, support, and monitor the lowest 35% of students every 6 weeks. MTSS, Response to Intervention Data, Alt to Suspension * **School Counselor and SSAP will pull groups based on students behavioral/ social emotional needs.** * PLCs will use grade level data to plan for instruction, intervention and enrichment. * Students who miss 10+ school days will be identified and provided with supports to increase attendance **with the support of the SIT team** * NEHS Gr. 4/5, Book Battle Gr K-5; Grades 4 & 5, Student Mentors, CPS student team * Data recognitions each Quarter for students and staff * Engagement with community partnerships, engage in monthly staff culture building, quarterly staff mingles, focus on Self Care (TIC) and Team Building * Monthly faculty meetings and PD based on data sources and school goals * School professional development will be differentiated, when appropriate, for staff * Document required quarterly Parent Contact in EWS * Every teacher will communicate with parents through DoJo, Remind or Bloomz * CPS initiatives, programs, resources shared more broadly in community * Seek out and develop University partnerships to support growth in staff and students |
|  |  |
| **Goal 3: Data Driven Decisions:** Teacher Teams and Student Services Team will engage in the Problem-Solving process using data to monitor the effectiveness of core instruction and develop “and monitor” strong Tier 2 and Tier 3 interventions in order to increase student achievement. |  |
| * All staff plan for Interventions using Ready Up, IRLA Toolkits, Eureka, Writer’s Workshop, and use of Response to Intervention tools for accountability. * Check in/Check out students will set learning/behavior goals and monitor progress through daily sheet and graphing. * School Intervention Team (SIT) will identify, support, and monitor the lowest 35% of students, students in subgroups and all students with needs including enrichment. Meet with each grade level every 6 weeks. * Bi-monthly Data Meetings with PLC using data to plan for instruction/ interventions.  One on one and whole PLC. * Afterschool Interventions (Lowest 35% and Cusp) and Enrichments with Community School connection starting Quarter 1 * Students who miss 10+ school days (not related to Covid illness/quarantine) will be identified and provided with supports to increase attendance. |
|  |  |