Wendell Smith Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Tiffany Brown	Principal	tdbrown@cps.edu	Has access
Charessa McNeal	Assistant Principal	camaiden-mcneal@cps.edu	Has access
Alexis Hill	Parent/Teacher	ahill31@cps.edu	Has access
Angelense Jones	Teacher	acjones@cps.edu	Has access
Sharon Lawson	Teacher	sflawson@cps.edu	Has access
Ashaunti Brooks	Parent/LSC	ashanti722@gmail.com	No Access
Ebony Bruner	LSC ESP Representative	ekbruner@cps.edu	Has access
Otis Sistrunk	Dean of Student	Osistrunk@cps.edu	No Access
Laura Rose	Counselor/Case Manager	ltarrington-rose@cps.edu	Has access
Erika Shaw	Teacher	eshaw4@cps.edu	Has access
Crystal Rodriguez	DL Teacher	crodriguez232@cps.edu	Has access
Lorrie Grant	Teacher	lagrant@cps.edu	Has access
Zakiya McKinney	PAC Chairperson/Parent	Zakiya.McKinney@yahoo.com	No Access

Zulekah Robinson	Teacher	zpendleton@cps.edu	No Access
Katrina Johnson	Resident Teacher	kajohnson45@cps.edu	No Access

Team meetings

Date	Participants	Topic
	Rezai, Blisset, Brown, McNeal, Rodriguez, Crockett	Action Planning Meeting for CIWP
02/05/2018	Jones, Grant, Hill, Lawson, McNeal, Lawson	CIWP SEF Prioritization Ranking and Rationale
02/21/2018	Brown, Crockett, Blisset	Network 13 CIWP Meeting
03/19/2018	Mcneal, Lawson, Hill, Shaw, Rose, Rodgers, Jones, Rodriguez, Grant	CIWP Strategy & Action items
04/13/2018	Brown, Crockett, McNeal	CIWP Strategy & Action items Development
04/24/2018	Brown, Crockett	CIWP Strategy & Action items revision
05/14/2018	Brown, Crockett, McNeal, Nilufar Rezai, Rose, Hill, Shore, Jones, Rodriguez	CIWP Strategy,Goal & Action items revision
11/26/2018	Brown, McNeal, Z. Robinson, A, Ward, A. Jones, A. Hill	Alignment of CIWP to TRU Dimensions Framework

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1   2   **3**   4

At the beginning of every school year, as a team, we revisit the school mission and vision statement. This is done to provide every stakeholder with a clear picture of the expectations and beliefs of the school. This is not only shared with the teaching staff, but it is also shared with the parents, students, and community. Since the creation of the mission and vision statement, the team decided to include personalized learning in the vision statement of the school. Additionally, as a team, teachers and staff created a school affirmation.School wide data, trends and the goals for the current year are shared.

Also, during the professional development days, the Five Essential data is shared with the team and an action plan is created to determine next steps for improvement in the deficit area. As a school, the focus was on building stronger partnerships with families. This strategic plan would be evident in parent involvement activities and parent communication. The action plan is created in grade bands and teachers are provided with an opportunity to discuss strengths, weaknesses and areas of growth. This information is then used to shape our strategic plans for the school year.

Parents are included in the system through the parent engagement components of Personalized Learning. Parents are also given accurate information and school/student performance through B.A.G. reports in order to be involved with the learning process.

In previous years the Principal was sole driver in many of the strategic plans. The creation of sub committees within the ILT committee created more opportunities for teachers to be the driving forces and document the progress of school wide initiatives.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1　2　**3**　4

The Instructional Leadership Team meets on a bi-weekly basis throughout the school year. When we meet we analyze data for trends and identify next steps as a team. School improvement encompasses many areas. In an effort to build the capacity of teachers and maximize the talent of the teacher leaders on the ILT, sub committees were created. The ILT have identified six (6) focus areas:Off Track Data/MTSS Monitoring, Attendance/Behavior, Progress Monitoring, CIWP, Personalized Learning, and Core Instruction. According to a schedule, sub-committee meet using the Problem solving protocol to discuss strengths, challenges, the root cause, possible solution's, and how it will be evaluated. The Smith ILT team not only consist of the expertise of classroom teachers, it also consist of district and network support members such as the Personalized Learning (PL) ISL, PL Social Emotional Specialist, and a member of the Early Childhood Instructional support from network 13. Area of improvement: Narrow the focus area.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?"**
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1   2   **3**   4

Teachers and staff are provided with ongoing professional development to enhance their pedagogical knowledge, content and to support a change in their practice. In some cases PD is provided on a weekly basis to select groups of teachers during Teacher Team Meetings and Network meetings. Teachers and staff members are also encouraged to attend network professional development and other professional development opportunities that arise throughout the district. The network and district provide professional development (after school PD's, School visits, Balanced Literacy, Summit PD, PD's for DL Teachers, Personalized Learning, STEM, etc). Teachers are given many opportunities to attend professional developments of their choice. Teachers are able to practice AAI (agency, authority, and identity) in their classrooms and are given autonomy to drive their own learning and choose professional development workshop that will support their needs. Based on learning obtained from PD's teachers teachers have conducted peer visits and school visits within the school district.

The PD offering are not differentiated and are often created based on network and district trends. Despite the numerous surveys about teacher needs and even based on school observations and reach data , the network and district often dictate professional development offering for teachers and staff members. Collegiate school visits and coaching is used to further enhance the knowledge of teachers and to provide additional support. An area of improvement within the school is peer observations. This practice would provide teachers with the opportunity to collaborate and learn from their peers. This would also serve as an opportunity to gather data on school wide trends.
Teachers are allowed "safe" practice time to try to implement new strategies, skills and ideas that have been learned through professional development.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides

Score

resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

> Resources for the school are allocated per the CIWP. Teachers are not only a part of the purchasing decisions, they also assist with hiring and interviews. Teachers are invited to attend hiring fairs and conduct interviews with potential candidate. Teachers are provided with instructional items to enhance or support instruction. Based on learning trends obtained from data instructional materials and resources are allocated to the necessary priority area. There are a plethora of resources and materials available to for teachers and students including diverse learners. Smith school offers one-to-one chromebooks for students to utilize the many educational programs we have to offer. Math: St math, IXL, Xtra Math, Khan Academy Reading: Lexia, Frontier, MyOn, Raz Kids, NewsELA, and Moby Max. Teachers also have access to community partners; Gately Park, Metropolitan Family Services, Laynie Foundation and Leap Innovations,

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Curriculum:

Score

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The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

The curriculum that we implement for literacy and math is critical to the success of our students. We implement the network Math and Literacy scope and sequence. Additional resources are purchased and used to adequately address any deficits or gaps within the curriculum. Teachers identify and prioritize skills to ensure all content is covered. On the contrary, we do lack advanced course work for those students who are able to perform at an advanced level. Our current growth and attainment level on the latest SQRP is as follows: Reading _____growth_____attainment and in Math_____growth_____attainment. Please note, at times it is challenging to provide grade level instruction while meeting the instructional needs of all learners. For this reason, the Smith team need to provide more training to teachers to analyze and use data to guide instructional decisions. As a school most of our planning is done at a horizontal level, There are semester opportunities for teachers to plan vertically. In doing so, this impacts teachers ability to understand prerequisite skills that are necessary in order for students to be successful and promotes teacher collaboration.

Guide for Curriculum

- ○
  - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- ○ **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.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- ○ **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- ○ **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- ○ **Integrate academic and social emotional learning.**
- ○ **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- ○
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

	EVIDENCE, MEASURES, AND STANDARDS
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

- ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
- ✓ CPS Literacy Scope and Sequence
- ✓ CPS Math Scope and Sequence Guidance
- ✓ Digital Citizenship Curriculum
- ✓ K-12 Financial Literacy Guide
- ✓ Personal Finance 3.0 Course
- ✓ Physical Education Scope & Sequence
- ✓ Health Education Scope & Sequence
- ✓ Interdisciplinary African & African American Studies Curriculum
- ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

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The instructional materials that we used are aligned to our scope and sequence and allows us to teach the grade level specific standards outlined. The materials allow for flexible groups because it provides differentiated methods to be utilize to support our diverse population. Teachers use a wide variety of materials to enhance the learning experience such as videos, music, dictionaries, etc. These materials are used to further support students understanding of the content being taught. In some cases, students are provided with minimal choice, however, it is still deeply teacher guided. Previously we allocated additional funding to purchase a wide variety of instructional materials. We have purchased Reading Street curriculum for the 4th/5th grade. For our primary Kdg. and 1st grade we have Reading in Motion. The current math curriculum for students in grades K-8 is Eureka math and Envision Math. For Science students in grades K-8 use Interactive Science. We have purchased an abundance of classroom libraries to push the independent reading of our students. This year we have purchased LLI to assist in bridging the gap of our students that are far below and lacking the comprehension proficiency. Intentional purchasing of grade level curriculum with enhance the date as described on the 5 Essential survey in the Ambitious Instruction section. Of the students surveyed 66 % stated in the content area of English, students interact with course material and one another to build and apply critical reading and writing skills. While is area received a strong rating, the goal is to obtain a very strong rating.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- ○ **Aligned to curricular plans and expectations of the standards.**
- ○ **Varied and flexible.**
  - ■ Are selected and adapted based on learning objectives and learner needs.
  - ■ Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- ○ **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - ■ Student outcomes and developmental appropriateness determine when and who will use the materials.
  - ■ Materials are updated/upgraded in response to new information and understandings.
- ○ **Equitably available and accessible to all teachers and students.**
  - ■ Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - ■ Materials are in English and native language for English learners.
  - ■ Reference and resource materials are readily available and circulated throughout the school.
- ○ **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - ■ Students interact with instructional materials to engage all modalities in the learning process.
  - ■ Technology is integral to students learning experiences.
  - ■ Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- ○ **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - ■ The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - ■ The teacher models effective use of various materials.
  - ■ Students understand that materials are a means to acquire language, knowledge, and competencies.
  - ■ Technology enhances students' higher order, creative thinking and problem solving.
  - ■ Materials connect subject area content to real life applications.

- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 **2** 3 4

> We have resources that align with MAP such as ST Math,Math IXL, Mastery Connect, MyOn, Frontier that are rigorous. However, it is challenging to find materials at varied levels that support our diverse learning population. We are using Mastery Connect to assist in developing rigorous assessments. With this tool we can create assessments that build from DOK 1 to 4. Authority, Agency, and Identity framework of learning has been a focus this school year. It should be noted that some teachers are not confident in their ability to always expose students to high quality instruction that reflects the shifts in Math and Literacy. But we are diligent in working to build teacher pedagogy in task complexity. As a learning community, Smith offer personalized leaning opportunities to students. Students are provided with opportunities to take personal ownership of their learning, but this is not the norm across all grade levels. Student work is analyzed mostly at the grade level. Students have begun to examine their work or the work of peers to further enhance their learning experience. Teachers are provided to offer feedback to peers during teacher team meeting and learning walks. While Smith obtained a STRONG rating 71% ; on the 5 Essentials survey, in comparison to similar school with a score of 82, Smith has some work to do regarding teaching teachers how to plan for and facilitate rigorous task.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**

- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work	

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1   2   **3**   4

> Smith is a school community that focuses on promoting a college and career rich environment, where students are engaged in meaningful conversations and dialogue. Exposure of high schools, colleges, and universities occur primarily in middle school grades, 6th-8th grade. Students in these grade attend high school fairs, open house, attend shadow days, and visit colleges and universities. of the 32 8th grade students\; ____ % were eligible to take the selective enrollment assessment and ___% were accepted into selective schools. Students in specific grade levels have been provided the opportunity to be exposed to secondary and post-secondary options. The counselor case manager has also provided weekly support to the students about transitioning from the elementary level. Additionally, through a partnership with TRIO, students work on college to career interest inventory surveys. These surveys are conducted using Naviance. Currently the following students have completed career inventory. ___/___ = ____%. At the primary level, teachers created a unit that focused specifically on career choices. Students in all grade levels participate in Career Day.

Guide for Transitions, College & Career Access & Persistence

- **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).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**

- Provide access to 8th Grade Algebra to all eligible 8th grade students.
- Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment

- **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:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1   2   **3**   4

> The instructional materials that we used are aligned to our scope and sequence and allows us to teach the grade level specific standards outlined. The materials allow for flexible groups because it provides differentiated methods to be utilize to support our diverse population. Teachers use a wide variety of materials to enhance the learning experience such as videos, music, dictionaries, etc. These materials are used to further support students understanding of the content being taught. In some cases, students are provided with minimal choice, however, it is still deeply teacher guided. Previously we allocated additional funding to purchase a wide variety of instructional materials, however, this year we have not been able to due to budgetary constraints. We have purchased Reading Street for the 4th/5th grade for literacy. Also, for the primary grades of Kdg. and 1st we have Reading in Motion. Because we are a Personalized Learning school, we have programs like Lexia, Frontier, News ELA, Math IXL, ST Math to enhance the self directed piece for learners. Our teachers are very intentional and open about their practice and how to build their pedagogy. Smith teachers participated in a cycles of peer observations where they gave each other feedback on on the classroom environment, student to student discourse, lesson plans, and AAI. Also, teachers used the shared data from the PPPS report to look at the areas of celebration and concentration as a school in their instruction. After analyzing the data teachers found as a whole they were proficient in all four domains: Domain 1 (55.7%), Domain 2 (68.0%), Domain 3 (72.7%) and Domain 4 (69.4%).

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	CPS SCHOOL EXCELLENCE FRAMEWORK 10

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1   2   3   **4**

We use a variety of resources to create assessments that can measure the depth and breadth of student learning. The resources that are used are determined by the teacher and/or grade level. In some cases, teacher understanding of the data and how to plan effective next steps is inconsistent. Teachers need additional support and understanding on how to effectively monitor student progress toward specific goals and how to effectively use data that is responsive to the needs of all students, including diverse learners. Our main resource that we are using as a school to track data, create assessments and monitor the DOK levels is Mastery Connect. This year we are using this tool school wide for progress monitoring. Teacher's are creating their assessments according to the the standard and DOK levels. They are inputting the data into the tool. We have created a school wide calendar to PM students according to their % tile on the MAP assessment. These students are assessed according to the color band on the calendar. From this, teachers are using the data to plan their small groups.We have a grade book policy that grades are input weekly for all subjects taught in the classroom. All teacher's grade books have the same categories and weights for consistency throughout the building. Students are given multiple opportunities to redo their assignments. This year we have implemented weekly Bag Reports in out school to assist in keeping our students on track. This tool has had a positive affect on our school's on track data. Looking at the yearly on track rate at the 30 week, we have seen increase each year. In SY 16 (45.2%), SY 17 (46.95) and SY 18 (55.91%)

Guide for Balanced Assessment & Grading

- 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.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS* and *Instruction*)
- 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.
    - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
    - Work together on building common assessments within a department, course, or grade level team.
    - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
    - Use common protocols and calibrate on scoring and grading in teacher teams.
    - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:
        - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
        - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
    - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting	

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1   2   3   **4**

Behavioral and academic MTSS has been implemented school wide. Teachers have been provided with ongoing professional development to continue to enhance their knowledge and to provide them with additional resources and tools. MTSS topics are discussed monthly at grade level meetings by the case manager, diverse learner teachers and other school personnel. We have a vast amount of resources that are used, however, we need to be more strategic in how we categorize and prioritize the use of the resources. We need to ensure that parents are aware and have a better understanding of the MTSS process. So, evidence of MTSS is monitored to ensure that students are receiving their MTSS interventions. Gen. Ed teachers are sharing their lesson plans with DL teachers to ensure that all stakeholders are on the same page as far as instruction and interventions. Small group planning is being done to ensure that students are receiving the differentiated instruction that is being tailored to their needs. We have a BHT team that meets weekly to look at students that are in need of specific behavior interventions be it: check in check out systems, small group or one on one counseling sessions. This year we have partnered with the Laynie Foundation where counselling sessions are taking place weekly with our students that have been identified as traumatized. We have a menu of SEL/Supports interventions: Bounce Back, SPARCS,CICO, SS Grin, Panorama. Our counselor has small group and counseling sessions. Our attendance data has decreased at week 30 in SY 17 (97.0%) SY 18 (96.1%). With our supports in place, and the use of restorative practices we have decreased our percentage of suspensions. In SY 16 (33.3%), SY 17 (13.98%) and SY 18 (13.89%).

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 **2** 3 4

> As a school community we have high expectations for students and for learning, however, this belief is not always embraced by the students and/or parents. The mindsets of the parents and the students have not fully developed yet, however, we are continuing to strive to help them develop in this area through various methods. There are many external factors that contribute to this notion. As a school community we are continuing to work hard to persevere and help establish and promote a culture for learning. Personalized learning allows students to have a voice in their instruction, partnership with Chicago Metropolitan Family Services reinforce academics after school, ed tech software such as math ixl, lexis, reading a-z, news els, turbo type, and frontier math enhance student development, provide motivation and reinforce instruction for students. Smith students rated ambitious instruction at 71%=Strong. Students identified ELA 60%, Math 85%, Academic press 69%, and Quality of student discourse 70% all falling in the area of Strong. 87.5% of teacher REACH rating in Domain 2b fall in proficient/distinguished.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures

students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 **2** 3 4

> Most students have a staff member and/or teacher that they feel connected in a way that allows for them to maintain a trusting relationship. Per Smith's 5E data: 66% of Smith students agree/strongly agree that their teachers keep their promises, 96% of Smith students feel comfortable with their teachers, 93% of Smith students agree that teachers listen to their ideas and 96% of Smith students identify that teachers treat them with trust. These relationships are characterized by students ability to have a positive relationship that is respectful and genuine. Every student has access to an adult and adults those are very sensitive to the social emotional needs of the students that they interact with. Most of the interactions are positive, caring and respectful in nature. Restorative conversations, Laynie Foundation, Chicago metropolitan, Personalized student/teacher conferences allow for relational trust to be positively impacted and developed and weekly B.A.G. report goal setting conferences between teacher and student.

Guide for Relational Trust
- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 **2** 3 4

Most, not all of the students use their voice within the school community to enhance it in a positive manner. Students will often use their voice in a negative manner that impacts the school greatly. There is some student interest in learning, however, it is not consistent across all grade levels and students. All of the students in the school have access to academic and enrichment opportunities in some capacity.Students have partnered with admin and Chicago Metropolitan Family Services to determine after school programming both academic and enrichment. Students engaged both parties from a student perspective. Students are beginning to learn how to use their voice and to take action through the student council. Student body planned and participated in the school walkout to bring awareness to gun violence, cyberbullying etc. that often plague school communities throughout the country. Decisions that affect the student body are being encouraged. Smith Elementary currently has a Student Leadership Team that acts as liaison for students to communicate with staff. Student Leadership Team has partnered with admin in developing calendar of events as well as fundraising opportunities. Smith elementary is a personalized learning school and students have a voice in how they are to be provided with instruction. Students actively utilize their voice during goal setting conferences weekly and BAG report reviews.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline

specific goals, implement a response, and reflect before, during and after experiences.
- Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

> Overall, the school community as a whole is safe and their are specific expectations that are upheld to protect the integrity of the learning environment and school community. Per our 5E data the safety component scored 89%/very strong. 87% of Smith students feel safe around the school, 80% feel safe traveling to and from school, 95% feel safe while utilizing the restrooms, 96% and 98% percent of Smith students feel safe in the school hallways and in their classrooms. There are specific behavioral expectations that teachers, parents, students and the community are expected to adhere to. Staff members work to actively maintain a safe, and orderly school environment. Professional development opportunities are provided for teachers and staff that need additional support in improving the safety and support of their classrooms.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

Restorative Approaches to Discipline:

Score

1 **2** 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Behavior expectations are taught and reinforced on a regular basis. Clear expectations, routines and procedures are implemented school wide. Teachers are held accountable for teaching and monitoring classroom based expectations, routines and procedures. The dean of students work to support the environment and to assist with restorative conversations for staff, students and other community stakeholders. We need to identify more opportunities to reward the positive behavior on a more consistent basis. There is also evidence of restorative practices at all levels. PBIS, MTSS, Student Logger, Counseling services and partnerships with Laynie foundation support our restorative approaches to discipline. ISS has went from 44SY17 to 11SY18, OSS 23SY17 to 11SY18, while our focus of providing students with counseling resources has increased from 5SY17 to 19SY18. This has been made possible due to intentional focus placed on identifying our tier 2&3 students and aligning supports to yield growth in areas of potential.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline

Parent and Family Partnership:

Score

1　2　3　4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

We work to continue building strong parent partnerships through ongoing collaboration, celebrations and regular, timely communication. 41% of Smith parents have an active parent portal account. During parent conferences, Personalized learning days, PAC meetings and after school programming, Smith staff targets parents to get them signed up to parent portal. Family game night, personalized learning/parent day, Mothers day brunch, real men read, Parenting classes, parent events and other opportunities are provided to enhance the parent/school connections such as the Daddy/Daughter dance, weekly SGA parent meetings, grade level parent meetings and many other events. Parents have the opportunities to participate in various groups on a regular basis (PTSA, PAC, LSC etc.) Parent communication is often one way. Opportunities to increase parent voice is necessary at every level.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **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).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus					
		1	2	3	4	5	⊘
1	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	**⊘**
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	**⊘**
2	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	**⊘**
2	Expectations for Quality & Character of School Life: Relational Trust	1	**2**	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	**⊘**
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	**⊘**
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	**⊘**
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	**⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	**⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	**⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	**4**	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	**⊘**
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	**⊘**
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	**⊘**
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	**⊘**
4	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	**1**	2	3	4	5	⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
As students RIT score increases the need to increase rigor across all grade levels exist. This will assist in meeting the growing demand towards academic achievement. Because the overall NGP for 2017-18 NWEA Reading was below the 50th percentile, a minimum attainable growth goal of 7% has been set for 2018-19 SY. An additional 5% has been set for 19-20.	99.00	46.00	70.00	49.22	51.68
National School Growth Percentile - Math					
The scores gained thus far is an indication that students have a conceptual understanding of math. In order to increase the academic achievement in Math there is a need to increase the rigor in math from procedural and fluency, to application. A minimum attainable growth goal of 7% has been set for 2018-19 SY. An additional 5% has been set for 19-20.	82.00	76.00	85.00	81.32	85.38
% of Students Meeting/Exceeding National Ave Growth Norms					
Continue to support students achievement by offering rigorous task. Increase students agency by ensuring students are able to set goals and monitor progress along the way. It is attainable to set a growth goal of yearly incremental growth of 10%	64.80	53.20	68.00	70.00	75.00
African-American Growth Percentile - Reading					
As students RIT score increases the need to increase rigor across all grade levels exist. This will assist in meeting the growing demand towards academic achievement. Because the overall growth percentile for AA priority for 2017-18 NWEA Reading was below the 50th percentile, a minimum attainable growth goal of 7% has been set for 2018-19 SY. An additional 5% has been set for 19-20.	99.00	46.00	50.00	49.22	51.68
Hispanic Growth Percentile - Reading					
Smith does not serve this priority group	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
Smith does not serve this priority group	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
Through collaboration with general education teachers, it is imperative to provide equity and access to all learners. While working towards their IEP goals, students will have instruction delivered to them at their respective instructional level.	99.00	94.00	99.00	99.00	99.00
African-American Growth Percentile - Math					
As students RIT score increases the need to increase rigor across all grade levels exist. This will assist in meeting the growing demand towards academic achievement. A minimum attainable growth goal of 7% has been set for 2018-19 SY. An additional 5% has been set for 19-20.	82.00	76.00	80.00	81.31	85.38
Hispanic Growth Percentile - Math					

| Smith does not serve this priority group | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

English Learner Growth Percentile - Math

| Smith does not serve this priority group | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

Diverse Learner Growth Percentile - Math

| Through collaboration with general education teachers, it is imperative to provide equity and access to all learners. While working towards their IEP goals, students will have instruction delivered to them at their respective instructional level. | 91.00 | 99.00 | 90.00 | 90.00 | 90.00 |

National School Attainment Percentile - Reading (Grades 3-8)

| In order to increase the attainment of students in grades 3-8 the need to be a greater focus on the literacy instructional shifts; Regular practice with complex texts and their academic language, Reading, writing, and speaking grounded in evidence from texts, both literary and informational, and building knowledge through content-rich nonfiction. It is attainable to set an attainment goal of 10% for SY 18-19 and and additional 5% for SY 19-20. | 62.00 | 46.00 | 50.00 | 55.00 | 58.85 |

National School Attainment Percentile - Math (Grades 3-8)

| In order to increase the attainment of students in grades 3-8 there is a need to increase the opportunities for students to demonstrate their learning through application. Students will apply skills and understandings to: new situations, other subject areas, real-world and problem solving situations. It is attainable to set an attainment goal of 10% for SY 18-19 and and additional 5% for SY 19-20. | 39.00 | 46.00 | 50.00 | 50.60 | 53.13 |

National School Attainment Percentile - Reading (Grade 2)

| Ensure the implementation of balance literacy framework with exposure to complex text. This focus needs to occur in grades prior to 2nd grade. It is attainable to set an attainment goal of 10% for SY 18-19 and and additional 5% for SY 19-20. | 24.00 | 21.00 | 30.00 | 23.10 | 24.25 |

National School Attainment Percentile - Math (Grade 2)

| Ensure the implementation conceptual understanding to introduce concepts, emphasize sense making, instead of answer-getting, uncover and unscramble common misconceptions. It is attainable to set an attainment goal of 10% for SY 18-19 and and additional 5% for SY 19-20. | 19.00 | 24.00 | 40.00 | 26.40 | 27.72 |

% of Students Making Sufficient Annual Progress on ACCESS

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

Average Daily Attendance Rate

| Maintain attendance overtime. Focus one Primary grades | 96.20 | 96.30 | 96.33 | 96.40 | 96.50 |

My Voice, My School 5 Essentials Survey

| Maintain Well Organized Rating | (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |

Custom metrics   2 of 2 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Pre-Kdg Attendance					

| Monitor PK attendance monthly. Increase EOY average by 5% | 0.00 | 0.00 | 0.00 | 85.00 | 90.00 |

| On Track |

| B.A.G. reports will monitor on track percentage every 10 week. Increase EOY score by 5% | 0.00 | 0.00 | 0.00 | 55.00 | 60.00 |

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Utilize a progress monitoring system to screen and measure the depth and breath of leanings to effectively determine instructional effectiveness and subsequent learning	we will obtain data to inform planning for instruction (tier 1) and /or academic support (tier 2/3)	data that can be utilized to inform teachers and students instructional decisions thereby students will meet their academic goals by at least 75%

Tags:
Progress monitoring, Balanced grading and assessment, Expectations for depth & breadth of quality teaching: balanced assessment & grading

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Identify a screening, diagnostic, and progress monitoring assessment tool to correctly identify specific gaps and monitor improvement for Tier 1,2,3 for all learners (Gen Ed, DL, ELL's, etc.)	ILT Admin Team	Oct 9, 2018 to Nov 20, 2018	Completed

Progress monitoring, Interim assessment, Equitable access

Develop interim assessment calendar. Create a school-wide, year-long assessment schedule for reading and math utilizing the identified common assessments platform.	ILT Admin Team Assessment team	Jun 4, 2018 to Jun 8, 2018	Completed

Interim assessment, Calendar of assessments, Equitable access

Develop progress monitoring (PM)calendar. Create a school-wide, year-long PM calendar for reading and math utilizing the identified progress monitoring platform.	ILT Assessment Team Admin Team	Jun 18, 2018 to Jun 22, 2018	Completed

Calendar, Progress monitoirng, Equitable access

During TTM and/or ILT meeting TE's will use a common protocol to analyze data and to determine next step	Teachers ILT	Sep 4, 2018 to Jun 18, 2019	On-Track

Data review protocol, Analyze data, Equitable access

Students will analyze data and set goals. Students will document their progress against a set of defined criteria	Teachers Students	Aug 7, 2018 to Jun 21, 2019	On-Track

Student goal setting

During TTM or ILT meeting use protocol to analyze student work samples and complexity of task	Teachers Admin Team ILT	Dec 4, 2018 to Jun 18, 2019	On-Track

ILT, Task analysis, Complexity, Equitable access

		Oct 9, 2018 to Jun 21, 2019	On-Track
Teachers will use weekly B.A.G. (Behavior, Attendance, and Grade) reports to communicates learning progress and achievement to students and families	Teachers		

Communication, Bag report, Agency, authority and identity

Strategy 2

If we do...	...then we see...	...which leads to...
Develop a personal and professional plan for teachers and admin aimed at enhancing relational trust, creating structures that enhance social interactions, team-building, transparency and respect and rapport	Opportunities to work productively with colleagues in school, de-privatization of practice, and relationships that are highly respectful reflecting in genuine warmth and caring	Increase in 5E data around teacher to teacher trust and school commitment

Tags:
Climate and Culture, Collective responsibility, Team building, 5 essentials, Trust building, Collaboration time

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Engage staff in team building activities to develop working relationships (Leader In Me)	Admin team	Aug 27, 2018 to Aug 31, 2018	Completed

Collaboration, Collaborative teachers, Relational trust, Team building

Gather informal information identifying teacher leaders to potentially serve as mentor teachers to others	ILT, Admin team	Aug 27, 2018 to Aug 31, 2018	Completed

Teacher capacity, Teacher leadership, Teacher feedback, Leadership and collective responsibility

Engage teaches in regular peer observations with time to give feedback	Admin Team, ILT	Sep 4, 2018 to Jun 21, 2019	Not started

Peer observation, Instructional leadership team, Peer coaching, Instructional walk

Monitor teacher mentors' with fidelity of implementation of mentorship program	Admin Team	Sep 4, 2018 to Jun 21, 2019	Not started

Mentorship, Teacher-teacher trust & support, Collaboration, Teacher leadership, Mentor

Develop social committee for teachers	Teachers	Aug 27, 2018 to Aug 31, 2018	Not started

Teacher-teacher trust & support, Teacher to teacher trust, Social committee

Professional Development with Leader in Me to create teacher buy-in and to establish a positive mindset.	Teachers Admin Team ILT	select	Not started

Kagan, Mindsets

Strategy 3

If we do...	...then we see...	...which leads to...
Customize learning to meet each learner's individual needs and provide supports to promote positive behavior, prevent failing in	Learning environments that promote student agency and provides ambitious instruction with social emotional learning supports	Students taking ownership of the learning process in planning, monitoring, and reflecting on individual and or collective work, increased

Tags:
MTSS, Rigor, Suspensions, On track data, Agency,authority identity

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Increase student centered, flexible learning spaces	Admin Team	Jun 4, 2018 to Aug 31, 2018	On-Track

Personalized Learning, Learner agency, Student empowerment, Flexible learning environments

Action step	Responsible	Timeframe	Status
Use multiple data sources to analyze students off-track	Admin Team, Teachers.	Sep 4, 2018 to Jun 21, 2019	On-Track

Attendance, Communication, Data analysis, On track data, Mtss data

Action step	Responsible	Timeframe	Status
Develop student profiles to know students as learners and identify students that are at risk of being off-track	Teachers, ILT	Oct 1, 2018 to Jun 21, 2019	On-Track

Personalized Learning, Learner agency, Menu, Student profile, Learner led

Action step	Responsible	Timeframe	Status
Develop personal learning plans for students that were retained in 3rd, 6th grade	Teachers	Sep 10, 2018 to Oct 31, 2018	Not started

On track, Personalized learning plan

Action step	Responsible	Timeframe	Status
Give students multiple opportunities to demonstrate mastery by allowing students to re-do assignments less than a C.	Teachers	Sep 11, 2018 to Sep 20, 2019	Not started

Gradebook monitoring, Agency

Strategy 4

If we do...	...then we see...	...which leads to...
Align instructional task with standards-based learning objectives and encourage teachers to scaffold and differentiate instruction by promoting student choice	Teachers adjusting their pacing that allow students depth of understanding to increase so students can reflect and synthesis towards mastery	Teachers intentionally grouping students and students serving as resources to each other to achieve mastery of content and skills

Tags:
Standards-based instruction, Learning objectives

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Teachers create challenging and/or inquiry based activities aligned to learning standards and objectives	Teachers	Aug 28, 2018 to Jun 21, 2019	On-Track

Cognitive demand, Inquiry based learning

Action step	Responsible	Timeframe	Status
Incorporate choice menus for students to create path of learning and monitor and track mastery along the way	Teachers	Sep 24, 2018 to Jan 11, 2019	Not started

Personalized Learning, Agency,authority identity, Student choice menus, Tracking mastery

Action step	Responsible	Timeframe	Status
Identify and ordering text and materials that are complex and challenging	Admin Team	Jun 18, 2018 to Aug 31, 2018	Completed

Instructional resources, Complex texts, Material and resorces, Equitable access

Teachers will groups students based on learning targets and task.	Teachers	Sep 10, 2018 to Dec 21, 2018	On-Track

Cognitive demand, Flexible grouping, Learning target, Learning task, Instructional grouping, Strategic planning

Teachers adopt a tool to support student to student discourse.	Students	Dec 3, 2018 to Jun 21, 2019	On-Track

Student led discussions and dialogue

Action Plan

Strategy 1

COMPLETED

Identify a screening, diagnostic, and progress monitoring assessment tool to correctly identify specific gaps and monitor improvement for Tier 1,2,3 for all learners (Gen Ed, DL, ELL's, etc.)"

Oct 09, 2018 to Nov 20, 2018 - ILT Admin Team

Status history

Nov 29

COMPLETED   Nov 29, 2018
Evidence
Stride Academy and Reading in Motion

COMPLETED

Develop interim assessment calendar. Create a school-wide, year-long assessment schedule for reading and math utilizing the identified common assessments platform."

Jun 04, 2018 to Jun 08, 2018 - ILT Admin Team Assessment team

Status history

27. Aug   10. Sep   24. Sep   8. Oct   22. Oct   5. Nov   19. Nov

COMPLETED   Nov 29, 2018
Evidence
Assessment Calender

NOT STARTED   Aug 17, 2018
Evidence
Assessment Calendar

COMPLETED

Develop progress monitoring (PM)calendar. Create a school-wide, year-long PM calendar for reading and math utilizing the identified progress monitoring platform."

Jun 18, 2018 to Jun 22, 2018 - ILT Assessment Team Admin Team

Status history

27. Aug   10. Sep   24. Sep   8. Oct   22. Oct   5. Nov   19. Nov

COMPLETED   Nov 29, 2018
Evidence
Assessment Calendar

NOT STARTED · Aug 17, 2018
Evidence
Progress monitoring calendar

ON-TRACK · During TTM and/or ILT meeting TE's will use a common protocol to analyze data and to determine next step"

Sep 04, 2018 to Jun 18, 2019 - Teachers ILT

Status history

27. Aug   10. Sep   24. Sep   8. Oct   22. Oct   5. Nov   19. Nov

ON-TRACK · Nov 29, 2018
Evidence
Protocols to analyze and collect data

ON-TRACK · Aug 17, 2018
Evidence
Protocols to analyze and collect data

ON-TRACK · Students will analyze data and set goals. Students will document their progress against a set of defined criteria"

Aug 07, 2018 to Jun 21, 2019 - Teachers Students

Status history

27. Aug   10. Sep   24. Sep   8. Oct   22. Oct   5. Nov   19. Nov

ON-TRACK · Nov 29, 2018
Evidence
Goal setting documents (stu profiles, SMART goals, PL menus)

BEHIND · Aug 17, 2018
Problem
Goal Setting Sheet
Root Cause
Next steps

ON-TRACK · During TTM or ILT meeting use protocol to analyze student work samples and complexity of task"

Dec 04, 2018 to Jun 18, 2019 - Teachers Admin Team ILT

Status history

27. Aug   10. Sep   24. Sep   8. Oct   22. Oct   5. Nov   19. Nov
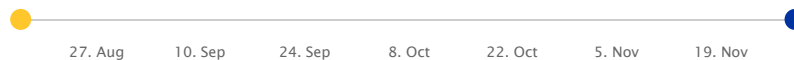
ON-TRACK · Nov 29, 2018
Evidence
Scope and Sequence

Teacher learning objectives and Task

BEHIND · Aug 17, 2018
Problem
Protocols to analyze work samples
Root Cause
Next steps

ON-TRACK
Teachers will use weekly B.A.G. (Behavior, Attendance, and Grade) reports to communicates learning progress and achievement to students and families"

Oct 09, 2018 to Jun 21, 2019 - Teachers

Status history

27. Aug   10. Sep   24. Sep   8. Oct   22. Oct   5. Nov   19. Nov

ON-TRACK   Nov 29, 2018
            Evidence
            BAG reports with parent signature

BEHIND   Aug 17, 2018
            Problem
            BAG reports
            Root Cause
            Next steps

Strategy 2

COMPLETED   Engage staff in team building activities to develop working relationships (Leader In Me)"

            Aug 27, 2018 to Aug 31, 2018 - Admin team

            ## Status history

            ───────────────────●─────────────────────
                              Aug 17

            COMPLETED   Aug 17, 2018
                        Evidence
                        Agenda, sign in sheet, and teacher feedback via survey

COMPLETED   Gather informal information identifying teacher leaders to potentially serve as mentor teachers to others"

            Aug 27, 2018 to Aug 31, 2018 - ILT, Admin team

            ## Status history

            ────────────────●────────────────────────
                            Aug 17

            COMPLETED   Aug 17, 2018
                        Evidence
                        Panorama Survey Cluster Mentors

NOT STARTED Engage teaches in regular peer observations with time to give feedback"
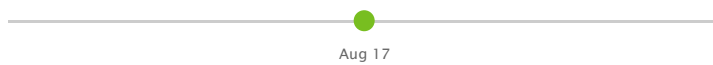
            Sep 04, 2018 to Jun 21, 2019 - Admin Team, ILT

            ## Status history

            ──────────────●──────────────────────────
                          Aug 17

            NOT STARTED Aug 17, 2018
                        Evidence
                        Peer observation tools Evidence of feedback

NOT STARTED Monitor teacher mentors' with fidelity of implementation of mentorship program"

            Sep 04, 2018 to Jun 21, 2019 - Admin Team

            ## Status history

            ───────────────●─────────────────────────
                           Aug 17

            NOT STARTED Aug 17, 2018
                        Evidence
                        Peer Observation Calendar

NOT STARTED Develop social committee for teachers"

            Aug 27, 2018 to Aug 31, 2018 - Teachers

Status history

Aug 17

NOT STARTED   Aug 17, 2018
Evidence
Social Committee Sign up sheet Event Calendar

NOT STARTED   Professional Development with Leader in Me to create teacher buy-in and to establish a positive mindset."

- Teachers Admin Team ILT

Status history

Aug 17

NOT STARTED   Aug 17, 2018
Evidence
Professional Development agenda and sign-in sheet

Strategy 3

ON-TRACK   Increase student centered, flexible learning spaces"

Jun 04, 2018 to Aug 31, 2018 - Admin Team

Status history

Aug 17

ON-TRACK   Aug 17, 2018
Evidence
Evidence of student centers Evidence of learning spaces

ON-TRACK   Use multiple data sources to analyze students off-track"

Sep 04, 2018 to Jun 21, 2019 - Admin Team, Teachers.

Status history

Aug 17

ON-TRACK   Aug 17, 2018
Evidence
TRC/DIBELS Data Teacher Created Assessment Data MPG/MAP Data

ON-TRACK   Develop student profiles to know students as learners and identify students that are at risk of being off-track"

Oct 01, 2018 to Jun 21, 2019 - Teachers, ILT

Status history

Aug 17

ON-TRACK   Aug 17, 2018
Evidence
Students Profile Surveys Dashboard Off Track Data

NOT STARTED   Develop personal learning plans for students that were retained in 3rd, 6th grade"

Sep 10, 2018 to Oct 31, 2018 - Teachers

Status history

Aug 17

NOT STARTED Aug 17, 2018
Evidence
Students personal learning plans

NOT STARTED Give students multiple opportunities to demonstrate mastery by allowing students to re-do assignments less than a C."

Sep 11, 2018 to Sep 20, 2019 - Teachers

Status history

Aug 17

NOT STARTED Aug 17, 2018
Evidence
Grade book monitoring/audits

Strategy 4

ON-TRACK Teachers create challenging and/or inquiry based activities aligned to learning standards and objectives"

Aug 28, 2018 to Jun 21, 2019 - Teachers

Status history

27. Aug   10. Sep   24. Sep   8. Oct   22. Oct   5. Nov   19. Nov

ON-TRACK Nov 29, 2018
Evidence
Student task Review of unit/lesson plan for alignment of learning objectives and standards

NOT STARTED Aug 17, 2018
Evidence
Student task Review of unit/lesson plan for alignment of learning objectives and standards

NOT STARTED

Incorporate choice menus for students to create path of learning and monitor and track mastery along the way"

Sep 24, 2018 to Jan 11, 2019 - Teachers

Status history

27. Aug   10. Sep   24. Sep   8. Oct   22. Oct   5. Nov   19. Nov

NOT STARTED
Nov 29, 2018
Evidence
Personalize Learning Ambassadors provided professional development for all teachers. PL Ambassadors shared Learning Menu's with peers and created a folder on Google Drive for them to have access at all grade levels.

ON-TRACK Nov 29, 2018
Evidence
Student Profiles
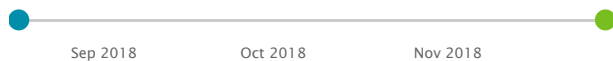
PL Menus

Goal setting documents

NOT STARTED Aug 17, 2018
Evidence
Student choice menus

COMPLETED   Identify and ordering text and materials that are complex and challenging"

Jun 18, 2018 to Aug 31, 2018 - Admin Team

Status history

Sep 2018   Oct 2018   Nov 2018

COMPLETED   Nov 29, 2018
Evidence
Edtech programs such as Lexia

Textbooks

NOT STARTED   Aug 17, 2018
Evidence
Complex text

ON-TRACK   Teachers will groups students based on learning targets and task."

Sep 10, 2018 to Dec 21, 2018 - Teachers

Status history

27. Aug   10. Sep   24. Sep   8. Oct   22. Oct   5. Nov   19. Nov

ON-TRACK   Nov 29, 2018
Evidence
Data walls

Small grouping

NOT STARTED   Aug 17, 2018
Evidence
Goal setting charts Track and monitor progress monitoring data by RIT and standard

ON-TRACK   Teachers adopt a tool to support student to student discourse."

Dec 03, 2018 to Jun 21, 2019 - Students

Status history

Sep 2018   Oct 2018   Nov 2018

ON-TRACK   Nov 29, 2018
Evidence
Kagan Strategies

Talk and Listen tool

NOT STARTED   Aug 17, 2018
Evidence
Peer collaboration journal

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.

3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

◉ ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews 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.

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance 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.

> The chairperson of the LSC/PAC will partner with administration to develop a strategic plan for increasing parent participation. Parents will be encouraged to participate in regular monthly LSC/PAC meetings and to attend all school functions. Bring your Parent to School days will provide parents with hands on experience in classrooms as they participate and engage in activities with their children. Parents will be invited and encouraged to attend school events such as Open House, Science Fairs, Award Assemblies, Book Clubs, Parent Training's, Technology Exploration nights,Literacy and Math nights, and chaperoned field trips. Parents are also encouraged to become volunteers so that they can participate in school activities. In addition to meetings, parents will participate in the process of school review and improvement through surveys, emails, and school walk-throughs (Bring your parents to school)

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

> The annual and organizational meeting will take place at Smith in October. During the the schools annual open house the opportunity for parents to meet their new teachers and learn about their child's progress for the first 5 weeks of school will be available. Parent opportunities will be outlined with dates provided as well such as Bring Your Parent to School Days, Report Card Pick Ups, Student led Parent Teacher Conferences, Awards Assemblies,Personalized Learning day etc. Parents will be encouraged to attend semester meetings for explanation of assessments and other student data. Parent-Teacher conferences are encouraged to review results and schedule each student for appropriate tutoring and/or enrichment classes before and/or after school. External Partners will also be present to meet and greet parents during conferences. Additional topics such as Gradebook Parent Portal, Promotion Policies, Internet safety, restorative justice, and Parent leadership and Advocacy for diverse learners will be discussed during scheduled meetings.

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.

Smith is open to parents/guardians and community participation and suggestions regarding the educational process. All suggestions will be discussed with the participant or originator and implemented if possible and if the budget allows. Suggestions made will be seriously considered as long as it fits into the school improvement plan. Semester Instructional walk-through will be conducted to survey instruction, climate, environment, and personal interaction. The school will invite the students, parents, and community members to participate in a school walk-through. An observation tool will be used to help evaluators to assess instruction for rigor, coherency, classroom climate, environment, student authority, agency, and safety. The results of the survey and suggestions will be shared with all stakeholder. The Semester Instructional walk through team will have the opportunity to define problems, brainstorm possible solutions and monitor the school's success.

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.

Parents will be notified of their child's test results as they become available. Communication will be sent home via students inviting parents to come and learn about the school-wide results and to receive the results for their child by participating in goal setting sessions with their child and teacher. School-wide data will be presented at the schools annual State of the School (SOS) address by administration with time available for questions and feedback. Teachers will then be available for individual distribution of scores and brief conferencing. If additional time is necessary for a conference, one will be scheduled. Parents will be invited to attend goal setting meeting and celebrations for student test improvement throughout the year.

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.

Smith will follow the Right to Ask (RTA) policy and guidelines set forth by the Certification Compliance team and file letters of Not Highly Qualified teachers and copy for distribution upon request.

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.

All parents will be invited to a Grade level meeting to introduce and explain the Common Core State Standards. Through participation in ongoing community Instruction Walk-throughs and Bring Your Parent to School Days additional conversations and training will take place. Parents will be provided hands on experiences and opportunities to see how teaching and learning are accomplished and the level of expectations will become clearer as they view authentic student work as displayed with rubrics. Examples of opportunities will continue to events such as a day of personalized learning, mommy and muffin, and daddy and donuts events. The CPS promotion policies will also be presented at parent grade level meetings and throughout the year at the 10th and 30th Parent conference. Retention warnings will also go out with the second quarter report cards.

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.

Parents will be engaged in "hands on" activities with their children that portray daily classroom activities. Monthly Parent involvement will occur. Topics to be explored include topics such as technology, science at home, helping your child excel in Literacy and working with Math at home, and personalized learning. We will provide Parent Portal training for parents so that they can view their students' progress on the CPS Gradebook Parent Portal and weekly Behavior, Attendance, and Grade (BAG) reports will be sent home weekly.

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.

Teachers will be encouraged to develop relationships with all parents to ensure success. It is the expectation that teachers will communicate with parents prior to the school year. A meet and greet in the form of a Back to School Jam and or ice cream social will take place prior to the school year. Teachers will be expected in some case to make home visits and render telephone calls to parents. A phone for calling parents will be available in the Teacher Resource Room. Administrators are available for additional conferencing and home visits. Teachers at each grade level will host grade level meetings for parents so that they know what their child is responsible for knowing at each grade level. The process is ongoing and discussions will continue to take place at various Parent meetings/workshops scheduled throughout the year. Parents will also be notified of students arriving late to school as well as students who are chronically tardy. Parents will be provided the opportunity of sitting in their students' classroom to observe their child during the school day by appointment. The classroom teacher and a member of the admin team will be available to meet with parents and will provide information regarding student and school progress quarterly for all parents.

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

The administration of Smith will coordinate monthly and quarterly activities with the Preschool for All Teacher to assure that the vision of the school is being implemented and alignment to Kindergarten readiness skills are evident.

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.

Monthly calendars of events, newsletters, marquis notification, website updates, notices and flyers will be sent home with students, and the CPS calling system will be used to communicate events, programs, meetings, and activities to all parents who have given permission to notify them via robo call.

Policy Implementation Activities

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

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

☑
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)

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.)

Mission Statement
Our mission is to positively impact The "NEW" Wendell Smith COMMUNITY by diligently educating, inspiring, and empowering our scholars for lifelong learning. Our promise is to provide a supportive environment in which high expectations and innovative research based instruction is taught with fidelity.

Vision Statement
Smith school will provide a safe, supportive academic and recreational enriched environment that enhances the learning of all students with an emphasis on reading, writing, math, and science. Wendell Smith School will prepare all students for success in the future so they will be independent lifelong readers, learners, who will reach their full potential. We will be a community of learners. Our learning environment will be based on mutual respect and high expectations for students, staff, parents and the community.

Through the use of professional reading such as Leading with Focus by Mike Schmoker, Leader in Me by, Stephen R. Covey, and Personalizing Learning Through Voice and Choice (Increasing Student Engagement in the Classroom) (Solutions for Creating the Learning Spaces Students Deserve) by Adam Garry teachers will use various techniques from the professional readings to establish a positive learning environment and establish a culture for learning. These strategies will promote community and provide academic and social development. Techniques embedded in the professional readings require teachers to be strategic in terms of planning, executing instruction, and evaluating student results. With an emphasis on teacher-student interactions, these prescriptive methods will lay a foundation for teachers to be more responsive to the instructional and social emotional needs of students.

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.

Parent-teacher conferences, based on the CPS regular track calendar will be facilitated by students in the form of students led conferences. During the conference students will be the facilitator of conferences by informing their parents about how they're performing, their instructional and social emotional goals, and what kind of learners they are. The goal is to create a culture of student accountability At this time the teacher, student, and parent will collectively set a SMART goal in which the student will reflect and self-monitor. In addition to these semesters meeting various dates will set to host grade level mandatory parent meetings.

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

In addition to progress reports and report card distribution, parents will have access to students' weekly progress via Gradebook Parent Portal and weekly B.A.G. reports. Teachers in benchmark grades will develop personal learning plans for retained students in grades 3,6, and 8 and students in Tier 2 and 3 in MTSS. School wide, teachers will be able to communicate with parents through the use of student agendas/planners/homework log. Report generated from MAP/TRC/Dibels, formative and adaptive assessments given in the fall, winter, and spring, which generate parent reports indicating students strengths, weaknesses, and areas of growth will be shared with parents.

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

Teachers are free to schedule conferences after school and/or during their teacher directed 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.

Parents will have the opportunity to volunteer once they have completed the CPS volunteer application. Once an appointment has been scheduled, Parents may observe instruction and/or serve as an academic support to struggling learners. Specific classroom activities to engage parents include read aloud, web-based programs, small/group/individualized instruction and supervision during onsite/offsite events.

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 child's learning by communicating consistently with their child's teacher and administration. Parents can assist in the learning process by checking for missed or incomplete assignments on Gradebook Parent Portal. At report card conferences parents will be asked to provide input regarding instructional and behavior interventions that can be implemented for their child. Parents will be responsible for viewing and commenting on student communication logs. Parent workshops as well as family literacy and math nights are additional opportunities for parents to support their child's learning.

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 participate in decisions relating to the education of their children through surveys, monthly parent meetings, LSC/PAC meetings, volunteering, semester walk-through debriefings, parent administration conferences, and by emails.

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 strive to participate in the monthly perfect attendance incentives. Students in grades 3-8 will develop SMART goals which will include academic achievement, behavior, and attendance goals. Students will be able to access, track, and record individual data in their individual planner/portfolio. Map assessment will be given twice year. Students will document and track their progress in literacy and math. Students will be made knowledgeable of their deficits and participate in quarterly goal setting sessions. Each classroom will visually post incentive and attendance charts so that students can monitor their progress.

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.

As a parent advisory committee we are charged with creating opportunities of the parent body

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.	$ 0	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 700	.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)	$ 1200	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 329	.00

Travel
<p>54205</p>
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.

$ 300 .00

Reimbursements
<p>54565</p>
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.

$ Amount .00

Postage
<p>53510</p>
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