Washington D Smyser Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/12/2020	All	SEF Survey Completion
02/25/2020	Travlos	SEF Data Entry in CIWP
03/10/2020	Travlos, Beiza, Dinella, Cho, Ledezma, Gikas	Review SEF Survey Responses & Areas of Focus
03/24/2020	All	Discuss Priorities
03/25/2020	All	Discussion Priorities
03/26/2020	All	Action Items
03/27/2020	All	Action Items

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Survey Feedback Summary: Leaders are being developed; however, this effort could reach even more people. Teachers feel supported on the classroom level, but would like greater voice on school-level decisions. Improvements can be made in all adults taking ownership for the success of all students. Improvements can be made in fostering a culture of scholarship among students and students owning their own learning.
- 4 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 4 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: Scheduling can be examined to ensure that they put students' needs at the center of decisions made re schedules. A single theme for PD that filters throughout the year may improve sense of purpose in PD and outcomes of PD. Creation of grade level teams has had a strong impact on school improvement.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
    - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
    - o 3 Curriculum connects to real world, authentic application of learning
    - o 4 Curriculum is aligned to expectations of the standards
    - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
    - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
    - o **Evidence**: Survey Feedback Summary: We could improve the integration of SEL and academic tasks/learning. Presently, they feel separate to some Eagles. We could improve fidelity to CCSS in some areas. A greater understanding of the purpose of CCSS, how the standards build and connect may be helpful. This may support vertical alignment. There are perceived curriculum needs at the intermediate levels, particularly with social studies. We could improve in problem-based learning that has real-world meaning and authentic audiences.
- 3 - Instruction
    - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
    - o 4 Engage students in learning and foster student ownership
    - o 4 Use questioning and discussion as techniques to deepen student understanding
    - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
    - o 3 Provide students frequent, informative feedback
    - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
    - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
    - o 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
    - o **Evidence**: Survey Feedback Summary: Improve the ability for students to productively struggle and with tasks and value the process/concepts, not just a correct answer. Improve the rigorous quality of tasks. (Move away from homework and tasks that are DoK Levels 1 and 2. -MJ) Ensure that all students have access to grade level standards and are supported with differentiation, accommodations, and modifications.

- 4 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 4 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Survey Feedback Summary: Align grading practices among grade level first, then vertically with intentional scaffolding as students mature. Increase collaboration and use of student data to improve instruction.
- 4 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- o 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Survey Feedback Summary: Improve systems to free up time to better implement MTSS interventions. Using Math IXL as a tool for MTSS supports and progress monitoring. Extend the MTSS supports out to more students.

- 3 - Transitions, College & Career Access, & Persistence
    - 4 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)
    - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
    - 3 READINESS ? Ensure equitable access to college preparatory curriculum
    - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
    - **Evidence**: Survey Feedback Summary: Stronger systems for transitions, especially for the transition from 5th to 6th grade. Improve access to college preparatory curriculum for all students.

Quality and Character of School Life

- 4 - Relational Trust
    - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
    - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
    - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
    - **Evidence**: Survey Feedback Summary: Noticeable improvement over the past few years.
- 3 - Student Voice, Engagement, and Civic Life
    - 3 Study politics
    - 3 Become informed voters and participants in the electoral process
    - 3 Engage in discussions about current and controversial issues
    - 3 Explore their identities and beliefs (REQUIRED: OSEL)
    - 3 Exercise student voice (REQUIRED: OSEL)
    - 3 Authentically interact with community and civic leaders
    - 3 Engage with their community
    - 3 Take informed action where they work together to propose and advocate for solutions
    - 3 Experience a schoolwide civics culture
    - **Evidence**: Survey Feedback Summary: Increase the number of community-involved programs, such as principal for a day. Improve opportunities for student choice. Improve levels of respect for student-to-student communication. Improve adult sensitivity to non-binary students and/or students gender choices.
- 4 - Physical and Emotional Safety
    - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
    - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
    - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
    - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

- o **Evidence**: Survey Feedback Summary: Improve ensuring that students who have been harmed feel safe and supported. (Improve wrap-around services for students having experienced harm. -MJ)
- 3 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Survey Feedback Summary: We have made a lot of progress with the SEL initiatives. Continue training and deepening the implementation of Restorative Practices.
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: Survey Feedback Summary: Improve opportunities to connect with the community around ELA, math, science, and social studies. Continue engaging the community with arts, athletics, and competitions (such as the robotics competition).

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**3**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**4**
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**0**

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Improved supportive environment
Root Cause 1	Beginning stages of Second Step, Restorative Practices, Growth Mindset, and CARE initiated. Root cause: Newly implemented programs puts Smyser, as a school community, on the learning curve, still working towards mastery. With continued focused practice, we expect to improve in this area.

Area of Critical Need 2	Improved family and community engagement
Root Cause 2	Smyser continues to discover ways to best reach families in a variety of ways. In this phase of communication, Smyser would like to better communicate around instructional practices, rigorous tasks, and Common Core aligned grade level learning. Root cause: Previous efforts focus on pathways of communication, with a focus on logistics and dissemination of information. This effort will build upon that with a more intentional focus on the areas listed above.
Area of Critical Need 3	Improved Common Core alignment and rigorous tasks
Root Cause 3	As a school, Smyser has unpacked the CCSS and evaluated curriculum's alignment to the Standards. In this phase, Smyser will focus on how alignment in curriculum and planning translates into rigorous student tasks. Root cause: Emphasis on CCSS alignment in curriculum and planning has eclipsed the intentional focus on student task/student engagement and levels of rigor in those things.
Area of Critical Need 4	Improved teacher collaboration
Root Cause 4	Previous CIWPs have focused on building grade level, diverse learning, and specials teams. This phase build upon that collaboration, distributed leadership, and capacity building. In this next phase of development, Smyser will put greater emphasis on in-class relationships, including but not limited to co-teaching relationships. Root cause: With greater LRE, brought a greater need for co-teaching and SECA-teacher relationships. These relationships have not been developed in an intensive way.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8) We are seeking improvements with this priority group.	Overall		62.00	65.00
	Students with IEPs		25.00	30.00
SQRP: National School Growth Percentile - Math (Grades 3-8) We are seeking improvements with this priority group.	Overall		62.00	65.00
	Students with IEPs		25.00	30.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) We are seeking improvements with this priority group.	Overall		82.00	85.00
	Students with IEPs		15.00	30.00
SQRP: National School Attainment Percentile - Math (Grades 3-8) We are seeking improvements with this priority group.	Overall		80.00	85.00
	Students with IEPs		15.00	30.00
Vision: Attendance Rate We are seeking improvements with this priority group.	Overall		95.00	96.00
	Students with IEPs		92.00	94.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Based on most recent 5Essentials data, Smyser will set goals from improving in the areas of Collaborative Teachers and Supportive Environment. Presently, Smyser is rated as Strong in all other categories. In the both ares of Collaborative Teachers and Supportive Environment, Smyser is rated as Neutral. Our goal is to advance to Strong in both of				4.00	4.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
these categories. This goal aligns with our CIWP Strategy 1 (Supportive Environment) and Strategy 4 (Collaborative Teachers).					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

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Strategies

Strategy 1

If we do...	actions to create a culture of success that emphasizes respect, perseverance, responsibility, trust, empathy and kindness through personal connections, positive relationships and classroom community meetings,
Then we see...	students engaging in their learning, trusting in their relationships, and committing to an academic and social emotional growth mindset,
which leads to...	a positive, student-centered school climate.
Budget Description	
Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) Regularly scheduled school-wide celebrations around attendance, citizenship, kindness, athletics, fine arts, academics and culture which will increase student engagement and create a positive school atmosphere. Tags:OSEL: SEL Instruction • (Not started) Professional development for and implementation of the Second Step school-wide social emotional curriculum, with at least 30-60 minutes a week strategically allotted in the master schedule for dedicated SEL instruction. This curriculum will be supplemented with other programs such as the Olweus Anti-Bullying Program. Tags:OSEL: SEL Instruction

	- (Not started) Expand and enhance universal systems through school-wide norms, grade-band expectations, and restorative practices. Staff will implement the CARE practices, CHAMPS expectations, Systems Committee Plan (3-8), and Primary Behavior Intervention Plan (K-2). These strategies will support and increase students? ability to self-monitor and become independent learners. Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive Classroom Environment - (Not started) Provide increased opportunities for collaboration among grade levels through buddy activities through which older students can become positive role models and mentors. Tags:OSEL: Supportive School Environment - (Not started) The Behavioral Health Team will streamline systems to support Tier 1 classroom interventions, Tier 2 interventions including small group counseling, check-in/check-out, mentor programs, peace circles, student role model programs, and Tier 3 interventions to include one-on-one services. Tags:OSEL: Tier 2 and 3 Interventions - (Not started) Form personal relationships and partnerships with community organizations to make mental health services more accessible to our students and their families. Tags:SSCE: Community Engagement

Strategy 2

If we do...	actions to promote student- and parent-centered interactions rooted in personalized communications and school gatherings that are organized around quarterly topics, parent learning opportunities and community outreach,
Then we see...	parents will be better informed, involved, trusting and committed to their children's academic, social emotional and growth mindset for success,
which leads to...	stronger alliances between all stakeholders (students/teachers/families/administration) and will cultivate an environment of collaboration and partnership among all within the Smyser community.
Budget Description	
Tags	Family & Community Engagement
Action steps	- (Not started) Acknowledge parent-volunteers in visible and personal ways to strengthen parent/administration/community relationships and engage all

	parents to become a part of a larger school community through social and academic organizations (e.g. Beta Club, Kindness Squad, Friends of Smyser, etc.). Tags:Family & Community Engagement • (Not started) Emphasize the importance and use of personalized and tech-based (Smyser website/emails/social media) communication with families around curriculum (digital learning), events, and opportunities for parental involvement to create a bridge for at-home support. Tags:Family & Community Engagement • (Not started) Align and implement common grading practices at each grade level and communicate grading and school culture expectations to families (e.g., Meet and Greet, New Parent Orientation Night, and Curriculum Night, etc.). Tags:Balanced Assessment and Grading, Family & Community Engagement • (Not started) Facilitate and monitor the development of essential learning skills for students while building on parent partnerships that support and prepare learners for the rigor of college and career readiness. Tags:Curriculum • (Not started) Collaborate and create a collective transition plan among all grade levels to ensure transitions (social, academic, and behavioral) for all learners. Tags:Transitions, College & Career Access, & Persistence

Strategy 3

If we do...	steps to develop an annual Professional Learning Plan with a focus on improving professional practice and shared pedagogical beliefs,
Then we see...	increased implementation of instructional strategies aligned to the Common Core Standards utilizing a rigorous and engaging curriculum that supports ALL students
which leads to...	improved student academic achievement, greater emotional well being, and increased teacher confidence in meeting the needs of all learners.
Budget Description	
Tags	Curriculum, MTSS, Teacher Leader Development & Innovation: Teacher Teams
Action steps	• (Not started) Increase all teacher?s working knowledge and use of MTSS interventions, standardized assessments, and AIMSWEB.

Tags:MTSS: Progress Monitoring

- (Not started) Provide MTSS Tiers 2 and 3 professional development, training, and sharing of best practices on identifying, scheduling, and progress monitoring interventions. .

  Tags:MTSS: Fidelity of Implementation

- (Not started) Allot time for quarterly discussions within and across grade bands on MTSS Tiers 1, 2, and 3 interventions.

  Tags:MTSS

- (Not started) Facilitate and monitor the development of essential learning skills for students while building on parent partnerships that support and prepare learners for the rigor of college and career readiness.

  Tags:Curriculum

- (Not started) Align instructional units with Common Core standards and provide students with opportunities to participate in engaging project-based learning experiences.

  Tags:Curriculum

- (Not started) Create a school-wide Google Classroom team drive with shared instructional, assessment, and project-based learning resources.

  Tags:Teacher Leader Development & Innovation: Teacher Teams

Strategy 4

If we do...	action that leverage strong and effective teaming practices school-wide to promote collaboration and sustained reflection on student needs,
Then we see...	production of academic and social-emotional learning opportunities for all students at their readiness level, including Diverse Learners, English Learners, and advanced learners, and we will see academically rigorous instruction that inspires all students to produce high quality work for real audiences,
which leads to...	improved student self-efficacy, pride in their work, academic resilience, and personal success.
Budget Description	
Tags	Instruction, ODLSS: Instructional Quality, ODLSS: Service Delivery

Action steps	• (Not started) Create a framework of essential learning skills and student expectations for each grade band. Framework will align with Common Core standards and provide students with viable examples of rigor and critical thinking as it relates to their work. Tags:Curriculum • (Not started) Continue collaborative planning between General Education, Bilingual, Diverse Learner teachers and classroom assistants to address strengths, areas of need, and strategies to meet the needs of students at different performance levels. Tags:Instruction • (Not started) Build co-teaching relationships that are inclusive of all professional staff who are a part of the instructional core, defined as: The interaction of educators and students in the presence of academic and social emotional curriculum Tags:ODLSS: Instructional Quality, ODLSS: Service Delivery • (Not started) Establish agreed upon norms, expectations, and delegation of responsibilities for co-teaching relationships. Tags:ODLSS: Instructional Quality, ODLSS: Service Delivery • (Not started) Provide targeted professional development to support growing co-teaching capacity and efficacy. Tags:ODLSS: Instructional Quality, ODLSS: Service Delivery

Action Plan

Strategy 1

Regularly scheduled school-wide celebrations around attendance, citizenship, kindness, athletics, fine arts, academics and culture which will increase student engagement and create a positive school atmosphere.

Sep 01, 2020 to Jun 01, 2022 - SEL Committee

Professional development for and implementation of the Second Step school-wide social emotional curriculum, with at least 30-60 minutes a week strategically allotted in the master schedule for dedicated SEL instruction. This curriculum will be supplemented with other programs such as the Olweus Anti-Bullying Program.

Sep 01, 2020 to Jun 01, 2022 - SEL Committee

Expand and enhance universal systems through school-wide norms, grade-band expectations, and restorative practices. Staff will implement the CARE practices, CHAMPS expectations, Systems Committee Plan (3-8), and Primary Behavior Intervention Plan (K-2). These strategies will support and increase students? ability to self-monitor and become independent learners.

Sep 01, 2020 to Jun 01, 2022 - SEL & Systems Committee

Provide increased opportunities for collaboration among grade levels through buddy activities through which older students can become positive role models and mentors.

Sep 01, 2020 to Jun 01, 2022 - SEL Committee

The Behavioral Health Team will streamline systems to support Tier 1 classroom interventions, Tier 2 interventions including small group counseling, check-in/check-out, mentor programs, peace circles, student role model programs, and Tier 3 interventions to include one-on-one services.

Sep 01, 2020 to Jun 01, 2022 - BHT Team

Form personal relationships and partnerships with community organizations to make mental health services more accessible to our students and their families.

Sep 01, 2020 to Jun 01, 2022 - Administrative Team

Strategy 2

Acknowledge parent-volunteers in visible and personal ways to strengthen parent/administration/community relationships and engage all parents to become a part of a larger school community through social and academic organizations (e.g. Beta Club, Kindness Squad, Friends of Smyser, etc.).

Sep 01, 2020 to Jun 01, 2022 - Administrative Team

Emphasize the importance and use of personalized and tech-based (Smyser website/emails/social media) communication with families around curriculum (digital learning), events, and opportunities for parental involvement to create a bridge for at-home support.

Sep 01, 2020 to Jun 01, 2022 - Administrative Team

Align and implement common grading practices at each grade level and communicate grading and school culture expectations to families (e.g., Meet and Greet, New Parent Orientation Night, and Curriculum Night, etc.).

Sep 01, 2020 to Jun 01, 2022 - PPLC & Grade Level Leaders

Facilitate and monitor the development of essential learning skills for students while building on parent partnerships that support and prepare learners for the rigor of college and career readiness.

Sep 01, 2020 to Jun 01, 2022 - PPLC & Grade Level Leaders

Collaborate and create a collective transition plan among all grade levels to ensure transitions (social, academic, and behavioral) for all learners.

Sep 01, 2020 to Jun 01, 2022 - PPLC & Grade Level Leaders

Strategy 3

Increase all teacher?s working knowledge and use of MTSS interventions, standardized assessments, and AIMSWEB.

Sep 01, 2020 to Jun 01, 2022 - MTSS Team

Provide MTSS Tiers 2 and 3 professional development, training, and sharing of best practices on identifying, scheduling, and progress monitoring interventions. .

Sep 01, 2020 to Sep 01, 2022 - MTSS Team

Allot time for quarterly discussions within and across grade bands on MTSS Tiers 1, 2, and 3 interventions.

Sep 01, 2020 to Jun 01, 2022 - MTSS Team & Administrative Team

Facilitate and monitor the development of essential learning skills for students while building on parent partnerships that support and prepare learners for the rigor of college and career readiness.

Sep 01, 2020 to Jun 01, 2022 - PPLC, GLSS, & Administrative Team

Align instructional units with Common Core standards and provide students with opportunities to participate in engaging project-based learning experiences.

Sep 01, 2020 to Sep 01, 2022 - PPLC & GLL

Create a school-wide Google Classroom team drive with shared instructional, assessment, and project-based learning resources.

Sep 01, 2020 to Jun 01, 2022 - PPLC & GLL

Strategy 4

Create a framework of essential learning skills and student expectations for each grade band. Framework will align with Common Core standards and provide students with viable examples of rigor and critical thinking as it relates to their work.

Sep 01, 2020 to Jun 01, 2022 - PPLC & GLL

Continue collaborative planning between General Education, Bilingual, Diverse Learner teachers and classroom assistants to address strengths, areas of need, and strategies to meet the needs of students at different performance levels.

Sep 01, 2020 to Jun 01, 2022 - Administrative Team

Build co-teaching relationships that are inclusive of all professional staff who are a part of the instructional core, defined as: The interaction of educators and students in the presence of academic and social emotional curriculum

Sep 01, 2020 to Jun 01, 2022 - DL & Administrative Team

Establish agreed upon norms, expectations, and delegation of responsibilities for co-teaching relationships.

Sep 01, 2020 to Jun 01, 2022 - DL & Administrative Team

Provide targeted professional development to support growing co-teaching capacity and efficacy.

Sep 01, 2020 to Jun 01, 2022 - DL & Administrative Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

IAR data and MAP data will be utilized to identify strengths and opportunities for growth. The primary focus will be on students that fall below the 20th percentile in MAP and who are identified as level 2 on IAR. For primary grades, NWEA MPG data will be analyzed along with unit assessments to identify strengths and opportunities for growth.

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

Increased emphasis on ensuring that students have access to a challenging and focused curriculum that engages students and reflects college and career readiness standards. Fidelity with our core instructional programs. Reduce class size in primary, middle and upper grades by purchasing additional teacher positions. Technology-based instruction will continue with compass learning. Freckle, extra math and Khan Academy will be used to supplement mathematics instruction. We will continue to offer before school assistance at each grade level. Expand after-school extended learning opportunities for all students (enrichment and remediation).

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Integration of ELA and social studies, integration of math and science to promote cross-curricular connections and increase the relevancy of concepts for students. Creation of a vertical map of essential skills for each grade level that aligns with CCSS. An emphasis will be placed on effective and consistent vertical collaboration by teachers that uses MAP data as the primary lever. Additionally, there will be a focus on the flexible grouping of students using MAP RIT scores for both reading and math. Bi-weekly grade level meetings to discuss data trends with administration will also continue.

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

Continued use of small group instruction, intervention groups, and progress monitoring. Classrooms will display student work that definitively illustrates meeting or exceeding the standard. Classroom libraries will include a variety of genres and leveled books. Utilize the school counselor and social worker as a liaison between students, teachers, and parents. Continue supporting students through our BHT and providing tier 3 supports via our partnership with LSSI to provide intensive counseling and support to families.

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

Smyser School is proactive in attracting high-quality and highly qualified teachers. Smyser administration attends all CPS sponsored job fairs, posts vacancies in a timely manner in Taleo and on the Smyser website. Current staff members are invited to be part of a multi-step interview process that culminates with an interview that includes a cross-section of stakeholders (administration, staff, parents). New hires are provided with a mentor and they are required to meet regularly and conduct classroom observations with each other.

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

Teachers initiate brainstorm for various professional development opportunities with their grade level lead. The entire staff and administration review and evaluate proposals for PD. The principal will formulate a plan for professional development activities for the upcoming year.

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

Smyser will continue to engage stakeholders via multiple forms of communication: Smyser website, principal's Twitter and Facebook account, monthly newsletters, classroom newsletters, curriculum night, new family orientation, email distribution lists, robocalls, home-school folder, conferences, phone calls, literacy night, parent workshops, PAC meetings, BAC meetings, LSC meetings, and PTO meetings.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

The Pre-K program is on-site and the teacher collaborates with kindergarten teachers closely to ensure a smooth transition. Activities include orientation and tour of the Primary Center, free play and storytime in the kindergarten classroom.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Weekly grade-level data meetings and bi-weekly data meetings with administration to evaluate multiple data points (MPG, MAP, end of unit assessments, teacher observation), set objectives for student learning and adjust instructional strategies. Grade-level team leaders analyze and discuss school-wide data with the administration.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Bi-weekly grade-level data meetings with administration will focus on the development and refinement of best practices for all students, specifically developing support plans for diverse learners and the monitoring of flexible skill groups.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

Smyser will continue to coordinate with CPS and community agencies to provide support and access to essential peripheral services and programs that our families require.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations,

such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parental input, regarding the review and revision of the parental involvement plan and policy, is continually sought throughout the year. The Parental Involvement Policy and the Parent Compact are provided to parents at the annual meeting and the two items are listed on the agenda for monthly PAC meetings.

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 Title I meeting is held at both campuses. The annual meeting at the main campus will be held on September 21, 2020. The annual meeting at the primary center will be held on September 22, 2020. The Title I PAC Organizational meeting will be held on October 1, 2020.

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

PAC meetings are scheduled with the input of parents. Any request, by parents, for additional meetings will be honored. Sufficient notice will be provided to all stakeholders and all information will be posted/made available in a timely manner.

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.

Reports for IAR will be disseminated to parents as soon as we receive them in the fall. Families of ELL students will also receive individual reports for the ACCESS test as soon as we receive them. Families will be provided with a Student Progress Report for MAP in June of 2021.

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.

When applicable, a letter will be sent home with students and mailed to the respective homes when a teacher who is not highly qualified has been assigned to teach students.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The school will assist parents of participating Title I students to understand the state's academic content standards, academic achievement standards, state and local assessments and the requirements of Title I (how to monitor their child's progress and how to work with educators). This will be achieved during the Annual Meeting, PAC meetings and workshop offerings that take place during the school year.

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.

A budget for parent workshops is allocated during CIWP planning. Parents provide input and decide which workshop topics are most relevant for their needs to continue to partner with the school in the education of their children. Parent workshops are held throughout the school year.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The importance of working with parents, as equal partners in the education of students and decision making, is shared with staff during professional development days. Specific strategies for building strong ties with parents are also shared during professional development days.

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.

Parents are strongly encouraged to participate in the "Chicago: Ready to Learn" program. The teacher coordinates ongoing and quarterly parent involvement activities to further encourage and support families.

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

Information related to the school, parent programs, meetings, and other activities will be conveyed using various forms of communication. When applicable and feasible, communication will also be provided in the native language.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

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

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

N/A

School-Parent Compact (Complete)

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

Our mission is to make Smyser School a great place to learn by emphasizing the needs of all students (general, gifted, bilingual and special needs including social, emotional and intellectual growth) through a rich and rewarding literacy and critical thinking curriculum, integrating technology and fostering an appreciation for the arts.

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.

Smyser School will hold parent-teacher conferences to discuss individual student achievement. Parent-teacher conferences will be held on November 18, 2020, & April 21, 2021.

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

Smyser School will provide reports on student progress to parents as follows: 1. Report card distribution on February 12, 2020, & June 22, 2021. 2. Progress reports during the 5th, 15th, 25th and 35th week of school.

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

Teaching staff will be available for consultation with parents during their preparation period. Teachers may also be available in the morning, prior to the start of school. Advance notice is required as this time is used for daily preparation. Other arrangements can also be made with teaching staff in a timely manner.

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.

Smyser School welcomes parents to volunteer and/or participate in their child's class. It is requested that parents contact the classroom teacher in a timely manner to arrange this. If a parent will be volunteering/participating in the school on a regular basis, it is requested that they submit a volunteer application through the Chicago Public Schools CiviCore database to facilitate this process.

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:
1. Making sure that their child is in school and on time.
2. Making sure that their child's homework is completed.
3. Checking their child's student planner and school to home folder daily.
4. Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or from CPS and responding, as appropriate.
5. Utilizing the Smyser School website and the CPS Parent Portal as another means of staying informed and communicating with the school.
6. Participate in school activities such as curriculum night, movie night, workshops, book fair, winter and spring concerts, and talent show.

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 can participate in decisions relating to the education of their children by serving, to the extent possible, on policy advisory groups such as the Title I PAC, bilingual advisory council, or the local school council.

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 share the responsibility for their learning by:
1. Making sure that they are in school and on time.
2. Making sure that homework is completed.
3. Making sure that they are prepared for class.
4. Utilizing supplemental online learning/resources, as directed by the classroom teacher.

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.

Our goal is to continue to offer workshops that will assist parents in communicating with the school and to strengthen parent ability to engage student interest around reading and math. Specific topics of interest will be discussed at the Title I PAC Organizational meeting that will be held on October 1, 2020. Parents will then decide which vendor(s) to utilize and workshops begin in November and continue through April/May. We will continue to work with FACE2 office to expand vendor offerings to parents.

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

Account(s)

Description

Allocation

51130, 52130	**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.	$250.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$3229.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00

55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00