

Theophilus Schmid Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Andrea Black	Principal	anblack@cps.edu	Has access
Quinlan O'Grady	Teacher	qmograde@cps.edu	Has access
Rashawn Walker	Youth Interventionist		No Access
Sandra Patterson	Community Representative - LSC		No Access
Dwayne Reed	Teacher		No Access
Nicole Samuels	ESP		No Access
Lavida Boswell	Parent/ESP		No Access
Yolanda Williams	PreK Teacher		No Access
Suekina Milam	Parent		No Access
Brooklyn Lindsey	Student		No Access
Carolyn Curtin	Counselor	cecurtin@cps.edu	Has access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** ILT, Fulcrum, Mentor Teachers, Scheduled Data Analysis
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 1 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Local School Council does not meet monthly

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Lack of project based learning
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Update evidence here!!!
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Working to build capacity to differentiated assessments
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 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)
- 2 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)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS structures and systems in their infancy
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Counselor engages scholars in 8th grade transition courses.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Focus on School Core Values and Alignment to Core Values
- 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)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** Student Council and Peer Jury created
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)

- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** We have a BHT team, and admin, dean, and counselor support staff and scholars as need.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** We have a discipline system that reflects PBIS
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** We need to work on building external partnerships.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	3
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	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	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.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Reading)	Overall		60.00	65.00
	African American		60.00	65.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Majority of our scholars are African American				
Vision: NWEA Attainment G2-8 (Math) Majority of our scholars are African American	Overall		60.00	65.00
	African American		60.00	65.00
Vision: NWEA Growth G3-8 (Math) Because we have failed to focus on this group in the past	Overall		60.00	65.00
	Students with IEPs		35.00	50.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)			5.00	5.00	5.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	create clear structures and supports for MTSS,
Then we see...	teachers that are more inclined to implement strategies for scholars

which leads to...	more strategic general education instruction that effectively identifies and supports scholars that are in need of Tier 2 and Tier 3 interventions.
Budget Description	
Tags	MTSS
Action steps	<ul style="list-style-type: none"> • (Not started) Provide Outlined Tiered Interventions -- that are aligned to Tiers and are content & behavior specific. Interventions to be housed in Google Drive/Google Classroom for continued access to educators. Tags:MTSS, MTSS: Curriculum & Instruction • (Not started) Create a Needs Assessment focused on MTSS & Instruction to informed PD inputs. Tags:MTSS, MTSS: Fidelity of Implementation • (Not started) Provide PD to support implementation (PD focus -- dependent on survey results) Tags:MTSS • (Not started) Establish monitoring procedures of MTSS implementation in ASPEN, based on a 5-week model of review, which would occur during bi-monthly ILT meetings Tags:MTSS: Fidelity of Implementation

Strategy 2

If we do...	adopt personalized learning strategies school-wide, K-8
Then we see...	scholars taking ownership of their learning, teachers facilitating learning, and classrooms that reflect the belief that all scholars can learn at varying paces
which leads to...	an increase in attainment and benchmark scores for scholars and a more cohesive & collaborative staff climate per 5Essentials Data.
Budget Description	
Tags	Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> • (Not started) Apply for PL designation via CPS Tags:

Strategy 3

If we do...	create a team focused on family and community engagement
Then we see...	increased participation, involvement, and leadership from family and community throughout the school year
which leads to...	a collaborative effort to positively impact the outcomes for scholars that involve all stakeholders, directly aligned to 5Essential Goals.
Budget Description	
Tags	Family & Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement
Action steps	<ul style="list-style-type: none">(Not started) Create a school-based FACE team Tags:

Action Plan

Strategy 1

Provide Outlined Tiered Interventions -- that are aligned to Tiers and are content & behavior specific. Interventions to be housed in Google Drive/Google Classroom for continued access to educators.

Aug 31, 2020 to Sep 11, 2020 - BHT, Case Manager, Principal

Create a Needs Assessment focused on MTSS & Instruction to informed PD inputs.

Jun 01, 2020 to Jun 05, 2020 - James, Pollard, Rodriguez

Provide PD to support implementation (PD focus -- dependent on survey results)

Aug 31, 2020 to Dec 04, 2020 -

Establish monitoring procedures of MTSS implementation in ASPEN, based on a 5-week model of review, which would occur during bi-monthly ILT meetings

Oct 12, 2020 to May 28, 2021 - ILT/MTSS LEAD

Strategy 2

Apply for PL designation via CPS

Jan 01, 2020 to Mar 13, 2020 - ILT

Strategy 3

Create a school-based FACE team

Jun 01, 2020 to Jun 05, 2020 - Principal

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.

Schmid conducts an annual needs assessment of the entire school based on NWEA achievement, 5 Essentials Data, Parent & Scholar Surveys. This information is used to develop and/or update our CIWP.

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

Schmid utilizes a personalized learning approach to address the needs of students as individuals and provide opportunities for all students to meet proficient and advanced levels of academic achievement. In addition to the Core Curriculum, scholars have personalized learning pathways for ELA/Math based primarily on their NWEA data. Utilizing this approach, teachers are able to address a wide range of skills, focus and interest areas, and individual learning styles. Small group instruction is another key strategy utilized to address the needs of all students. All teachers use assessment data, whether NWEA or TRC, to inform planning and instruction. Small group assessments and progress monitoring occur on a regular basis and plans and groupings remain flexible based on the needs of each scholar.

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.

To improve students from disadvantaged backgrounds, Schmid elementary recruits highly effective teachers who use guide practice, active student participation, scaffolding, and graduate release of responsibility, geared towards student independence. Therefore, teachers provide frequent feedback and recognition for student learning effort; pre and post-assessment administered frequently and appropriate use of technology. Teachers participate in professional development workshops to continue updating their skills, becoming more flexible, open to new challenges, and involving parents as part of the learning community.

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).

Schmid Counselor meets with at risk scholars weekly. Our Youth Interventionist hold monthly mentoring sessions. Counselor also provides advisory course for 7th & 8th grade scholars.

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

As an Opportunity School, Schmid has access to high-quality and highly qualified teachers that are eager to work within CPS, especially in higher needs schools. Through this partnership, we are able to offer unique support to our newly hired teachers such as mentoring, instructional coaching, professional development, and other supports. We have developed a Hiring Committee that is focused on using best practices to recruit high quality teachers and staff. Our Hiring committee uses evidence-based practices, including those from The New Teacher Project (TNTP) to conduct our interviews. Using a committee approach, rather than simply administration conducting interviews allows for a well-rounded view of the climate, culture, and expectations of staff and allows for equity of voice in the hiring process from a variety of key stakeholders.

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 receive monthly PD inputs from principal or ILT aligned to CIWP and our Targeted Instructional Strategies. Quarterly teachers and support staff participate in school-wide professional development aligned to CIWP priorities. Parents are provided quarterly learning session provided by PAC and CPS FACE department.

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

Schmid works with the PAC and Parent Advocate to inform families and the school community of outside resources available to assist families. Schmid aims to offer on-site GED and other adult education programs. Schmid continues to look at ways to support parents and families to more effectively work with their scholars on academic work at home. Schmid plans to develop a stronger network to connect parents to each other and create time and space for parents to meet, share ideas and support one another through common issues. In addition to community partnerships to provide after school enrichment opportunities to students, Schmid hosts several family nights each year (Math Night, Literacy Night) to better connect families to their scholars? learning.

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.

Plans for assisting PreK children to transition from early childhood are imperative to the child's social adjustment and future educational accomplishments. The PreK scholar needs to learn routines, social, and emotional skills. They are taught how to transition from one activity to the next. Such as meal time, carpet time, small groups, choice time, and recess. We implement music to assist with our transitions, in addition to visual timers to assist with the teaching of what that time looks like between activities. They learn new responsibilities by listening to their teachers. We implement simple games like "Simon Says" to enhance their listening skills and learning to follow directions. Transitioning from PreK to Kindergarten should be smooth as possible, and so forth. This will assist in ensuring that the scholars move from one level to the other, they experience consistency in standards, curriculum, instruction, and assessments. It is beneficial for the PreK scholar to visit a kindergarten class prior to starting class, joint planning time and data sharing between the PreK and Kindergarten teachers. Furthermore, orientation for the parents with the teachers are a key factor in a successful transition for the child. Our parents are informed of what to expect, such as what the scholar should know and to do, what they are taught, and how.

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

The Schmid team utilizes a cycle of data analysis based on formative and curriculum-based assessments. Teachers engage in weekly curriculum-based assessment data analysis during Grade Level Team meetings. During this time, the team can identify scholars that are not reaching mastery on a given standard and formulate a plan to address the instructional needs of that scholar, or groups of scholars. Teachers also participate in a quarterly analysis of larger formative assessments, such as NWEA. As a teaching staff, the team analyzes grade, classroom, and content level data to inform instructional next steps. As a staff, we have identified the curriculum and/or programs that are to be implemented for whole group, small group, and intensive individualized instruction.

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.

During the 2019/2020 school year, the team at Schmid took a focused approach to develop and implement a robust school-wide MTSS plan. This plan ensures that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided a comprehensive plan of action to address their deficiencies. Our instructional strategies include starting with differentiated whole group instruction and small group instruction tied to grade-level standards but modified to the student's instructional levels. Students who fail to make significant progress under this model are identified as needing Tier II supports and are assessed to determine an appropriate course of action that includes an intensive level of supports to address their deficiencies. Instructional tools that are used utilized include but are not limited to research based practices including web-based programing (i.e. study island, IXL, mathletics, etc.), teacher identified resources (i.e. STAR, Be a Better Reader, etc.), and intensive 1-1 instructional support from the teacher.

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.

Schmid has partnerships with local services and agencies and local politicians to support programming within our building or to connect stakeholders to resources beyond our building.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

We will involve parents through the LSC, PAC, and on an individual basis. Parents are encouraged to participate in regular monthly PAC meetings and to attend all school functions. The school will host an open house wherein pertinent information regarding school improvement and decision-making items will be shared. A parent feedback and a suggestion box will be housed near the security desk area of the school to provide a continuous opportunity for parent and community feedback to be given. A State of the Schools address will be held semesterly to discuss the school's current status and the improvement process.

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 Title 1 annual meeting will be held on September 2020. The next event will be Open House, which is the first opportunity for parents to meet their

new teachers. Parents will receive a calendar of LSC and PAC meetings as well as a calendar of events for the school year. They will also receive an outline of the various programs we will offer for the school year. Other parent opportunities will be outlined with dates provided as well such as Bring Your Parent to School Days, Report Card Pick Ups, Parent Teacher Conferences. Parents will be encouraged to attend meetings for explanation and receipt of assessment scores periodically. 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. The Title 1 PAC Organizational Meeting will take place Oct. 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.

Schmid is open to parents/guardians and grandparent participation and suggestions regarding the educational process. All suggestions will be discussed with the participant or originator. The appropriate committees such as LSC and/or PAC, the Instructional Leadership Team, and the Culture will discuss suggestions. Suggestions will be implemented when possible and the budget allows. We also welcome the input of community members and external partners.

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.

Continuing information will be sent home quarterly with each report card and be available at Report Card Pick-Ups and Parent-Teacher conferences. Monthly Newsletters and Calendars will be sent home with all students. Parents are encouraged to participate in the education of their children. While test scores will be sent home as they are received, parents are encouraged to see their child's teacher and/or an administrator to discuss progress. Programs are available for academic support at all levels. Parents will be a part of the graduation activity planning process via 8th grade parent meetings to be held during 3rd quarter report card pickup and during the Open House.

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.

Schmid will always provide 100% "highly qualified" teachers.

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 introduced to the Common Core State Standards through participation in ongoing Parent Universities Report Card Pick Ups, and Bring

Your Parent to School Days. All parent activities will spotlight hand-outs and/or opportunities for parents to engage with their scholars in class during instructional time. The CPS promotion policies will also be presented as an ongoing part of all parent activities in addition to being posted on the school website.

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 Universities will include topics such as an intro to technology, helping your child excel in Literacy and working with Envisions math at home. We will provide training for parents so that they can view their student's progress on the CPS Gradebook.

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 are encouraged to develop relationships with all parents to ensure success. Our school communication platform is Class Dojo, and teachers are expected to communicate with families weekly via that platform. Call logs are maintained. A phone for calling parents is available in the Teacher Resource Room of each building. Administrators are available for additional conferencing and calling. Teachers at each grade level will continue to offer Assessment Prep handouts for parents so that they know what their child is responsible for knowing at each grade level. The process is ongoing. Parents will also be notified of students arriving late to school. Parents are provided the opportunity of sitting in the classroom to observe their child at work during the school day. The Instructional Leadership Team and Principal 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.

Schmid will offer provide technology training for parents. Semesterly literacy and math events will include parent involvement. Parents will be invited to reading and math events to see their children compete using Jeopardy games and Academic Tournaments. Parents are invited to help with 21st century activities such as academic games. Parents and community members are encouraged to attend Science Fairs, the Black History Fair, Schmid WOW events to showcase student's work in afterschool programming and other school-wide events as scheduled.

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, notices and flyers sent home with students, and the CPS calling system will all be used to communicate events, programs, meetings, and activities to all parents. We also continuously update the school website with new information in addition to posting large posters on the entrance doors of each building. Communications will also be provided via ClassDojo, Facebook, Instagram, and Twitter.

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.)

Our vision is to aid in the development of a globally aware, community of scholars who are critical thinkers, confident communicators, compassionate citizens, and capable competitors, motivated to access college and careers

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 are held during the 1st and 3rd quarter report card pickups. They will be scheduled as needed in the interim.

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

Five week progress reports are issued. Ten week report cards are issued. Progress reports are sent home with students, can be mailed per request. Report Cards for the first and third quarters are picked up by parents on scheduled dates. Third quarter report cards are sent home with students and can be mailed per request. Final report cards are sent home with scholars and can be mailed per request. Class Dojo is updated weekly to ensure parents are aware of scholar academic and behavior progress. Additional reports regarding student progress are made as deemed necessary or beneficial by phone or in person as scheduled by individual teachers or administrators.

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

Parents can request to meet with staff and teachers via email and/or calling the main office request contact. Teachers are able to meet during the prep periods during the school day. It is their option to meet before or after school. Staff without prep periods must receive permission from principal to meet with parents during work day.

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 are encouraged to volunteer. Parents seeking to do so must follow the CPS process of becoming an approved volunteer. All volunteers will be assigned duties by the Administrators. Duties may include activities such as reading to students, working in the library, assisting in the PreK and/or Kindergarten, preparing school mailings, providing hall and campus security, providing Safe Passage to school, serving as a chaperone on field trips, and helping with various office tasks.

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

Parents are encouraged to see that their children arrive at school on time daily. Parents should provide notes in a timely fashion to excuse any necessary absences. They are encouraged to check book bags on a daily basis for notes regarding school activities. Parents should be aware that all students will have daily homework. They should see that there is a quiet time and place for their child to do their work and perhaps help them as necessary. Parents are encouraged to help their children learn how to study for tests by working with them. Parents are encouraged to take their children to the library for extra activities. Schmid purchases Study Island so parents are encouraged to allow the use of the home computer or to take their child to the library so that they can make use of the online test prep program. Parents are encouraged to contact the school at any time regarding any questions or concerns that they may have.

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 are encouraged to participate in school events regularly and to participate in all decisions regarding the education of their children. They are encouraged to attend LSC and PAC meetings, all school activities, and to contact their child's teacher and the administration at any time. Meetings and conferences are held at a time convenient for the parent as long as it does not interfere with regular instructional time.

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 are encouraged early on to be responsible for their actions and to do well in school. Students in grades 3-8 are issued binders to assist with the organization of all content area materials including homework, notes and handouts. Students are provided with ongoing incentives and awards for good attendance, good citizenship, and academic success on report cards, interim assessments and standardized tests. Students are encouraged to participate in extracurricular activities before and after school. Students in good standing are encouraged to participate on competitive sports teams. Hallways display names of students receiving awards and incentives. Students keep track of their grades regularly and are given opportunities for make up work and/or extra credit work.

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.

The goal is provide parents and teacher the best tools and development opportunities to work together to increase student achievement.

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.	\$8000.00
53405	Supplies In addition to supplies for parent program, please use this account to also	\$400.00

	purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$400.00
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)	\$0.00
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.	\$400.00