Wendell Smith Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Tiffany Brown	Principal	tdbrown@cps.edu	Has access
Charessa McNeal	Assistant Principal	camaiden-mcneal@cps.edu	Has access
Laura Rose	Counselor	ltarrington-rose@cps.edu	No Access
Alexis Hill	LSC/ Teacher	ahill31@cps.edu	No Access
Angelense Jones	Math Interventionlist	acjones@cps.edu	No Access
Zulekha Robinson	Teacher	zpendleton@cps.edu	No Access
Atisha Robinson	Teacher	arobinson139@cps.edu	No Access
Kimberly Warfield	Security	kawarfield@cps.edu	No Access
Malik Moore	Special Education Classroom Assistant	msmoore6@cps.edu	No Access
Micheal Robinson	Special Education Classroom Assistant	mjrobinson19@cps.edu	No Access
Marquita Baskin	Teacher	mbaskin@cps.edu	No Access
Candice Granville	Resident Teacher	clkelley-gra@cps.edu	No Access
Otis Sistrunk	Security/ Dean of Students	osistrunk@cps.edu	No Access
Vanessa Frye	Resident Teacher	vfrye@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/27/2020	TB, CM, AH, MM,MR,AT,ZR, CG, KW, LR, AW, AB, AJ	SEF Analysis
02/10/2020	AR, AJ,MM,AB,CN,MB,MB,AH, ZR,KW, OS	SEF Analysis/Evidence
02/24/2020	AR, AJ,MM,AB,CN,MB,MB,AH, ZR,KW	Overview of Goals and TOA

Date	Participants	Topic
03/09/2020	CM, AJ, AS, AR, AH, MM	Goals
04/27/2020	TB, CM, AH, MM,MR,AT,ZR, CG, KW, LR, AW, AB, AJ	TOA/Root Cause Analysis
05/04/2020	TB, CM, AH, MM,MR,AT,ZR, CG, KW, LR, AW, AB, AJ	Parent Compact
05/15/2020	TB, CM, AB, AH, MF, MF, ND, ML, EB	CIWP overview and LSC Approval
10/26/2020	TB, CM, VF, CR, ES	Updating CIWP priorities

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 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 4 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: Last year was the beginning of our journey to be a leader in me school. As we embarked upon his journey, all staff members participated in the Leader in Me 7 Habits training. This opportunity afforded staff members to collectively focus on building Teacher Leadership Principles, creating a leadership culture, and aligning academic systems. The Leader in Me initiative has provided stakeholders a blueprint of expectations and beliefs we want to encompass at Smith. LIM is inclusive of all staff members and students. In an effort to ensure is vested in the

school goals, a survey to students and parents has been initiated; for goal setting purposed. Additionally, during parent events and parent newsletters the school goal and focus is highlighted and shared. During the professional development and Teacher Team Meetings days, the Five Essential data is shared with the team and an action plan was created to determine next steps for improvement in the deficit area. As a school, the focus was on building stronger partnerships with families. This strategic plan would be evident in parent involvement activities and parent communication. There are several school events planned which will conclude with a year and students leadership day. The action plan is created in grade bands and teachers are provided with an opportunity to discuss strengths, weaknesses and areas of growth; essentially, everyone is a leader. Parents are also given accurate information and school/student performance through B.A.G. reports in order to be involved with the learning process.

- 3 - Structure for Continuous Improvement
  - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 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 3 Align the budget to the CIWP priorities and the mission of the school
  - o 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
  - o 2 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**: Resources for the school are allocated per the CIWP. Teachers are not only a part of the purchasing decisions, they also assist with hiring and interviews. Teachers are invited to attend hiring fairs and conduct interviews with potential candidate. Teachers are provided with instructional items to enhance or support instruction. Based on learning trends obtained from data instructional materials and resources are allocated to the necessary priority area. There are a plethora of resources and materials available to for teachers and students including diverse learners. Smith school offers one-to-one chromebooks for students to utilize the many educational programs we have to offer. Math: St math, IXL Reading and Math, Scholastic W.O.R.D program: Lexia, Raz Kids, NewsELA,. Teachers also have access to community partners; Gately Park, Metropolitan Family Services.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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 3 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**: In all grade levels and clusters there is a vast array of instructional materials to meet the specific learning needs of students. All content areas such as literacy, social science, math, and writing are content areas covered during the instructional block. The scope and sequence and the unit plans created by teachers include the use complex text and materials that address the CCSS instructional shifts. Using multiple sources of data teachers devise plans to address student deficits. As student level increases, the need to meet their NEW instructional level increases. There is not only an need to meet student deficits, there is an even greater need to support teachers instructional needed. Data has shown that we lack advanced course work for those students who are able to perform at an advanced level. Our current growth and attainment level on the latest SQRP are as follows: Reading 78% growth and 51st attainment and in Math 18 %growth and 35% attainment. Please note, at times it is challenging to provide grade level instruction while meeting the instructional needs of all learners. For this reason, the Smith team need to provide more training to teachers to analyze and use data to guide instructional decisions. As a school most of our planning is done at a horizontal level, There are semester opportunities for teachers to plan vertically. In doing so, this impacts teachers ability to understand prerequisite skills that are necessary in order for students to be successful and promotes teacher collaboration. Furthermore, we need to create more personalized professional development opportunities, those that align to teacher evaluation (areas of growth), that will support adult learning in order to subsequently increase student achievement.
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: The instructional materials that we used are aligned to CCSS and our scope and sequence. This allows us to teach the grade level specific standards. The materials allow for flexible grouping. It provides differentiated methods to be utilized to support our diverse population. Teachers use a wide variety of materials to enhance the learning experience such as videos, music, dictionaries, etc. These materials are used to further support students understanding of the content being taught. In most classes, especially in classes where the teachers have been on board for at least three (3) years, teachers provide student more choice options when completing task. Students are more familiar with tracking and

monitoring their own progress. Previously we allocated additional funding to purchase a wide variety of instructional materials, including a Scholastic Leveled Library. Partnerships have continued with Reading in Motion and Chicago Literacy Initiative in grades K-2 and a new partnership with Leading Educators to assist in building the capacity around Math Instructors. Smith will continue to adopt Personalized Learning theory of action. Smith has an array of Edtech devices which focus on personalized and tiered instruction for students. Some of the programs are Lexia, News ELA, Math IXL, ST Math and Edulastic, just to name a few. Our teachers are very intentional and open about their practice and seek support on ways to build their pedagogy. Smith teachers participate in a cycles of peer observations where they give each other feedback on the classroom environment, gradual release of responsibility, student to student discourse, lesson planning, and student engagement. As we move towards personalized professional development for teachers, the goal will be for teachers to reflect and self-assess their evaluation data used from the PPPS report to seek areas of celebration and concentration as a school.

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 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
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 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 3 Improve and promote assessment literacy
  - o 3 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**: We use a variety of resources to create assessments that can measure the depth and breadth of student learning. The resources used are determined by the instructional leadership team and agreed upon by the teachers. During various times thought the year in group and/or 1:1 setting, teachers analysis and dissect multiple data sets in order to plan appropriate instruction for whole and small group instruction. Common assessment in grades 2-8th in ELA and Math will be created in order to identify mastery of standards. This progress monitoring tool will evaluate tier 1 instruction. Smith identified the use of instructional strategies and progress monitoring (Tier 1) as a focus area. These will continue to be a focal point. Teachers (Gen Ed and DL) need more collaboration time in order to meet all of the learner?s. As a school community we will continue to track the progress of students my monitoring student attendance and grades (On Track) and

looking for trends based on multiple data sources. The progress monitoring goal is for 70% of student tested will demonstrate mastery of grade level standards according to the progress monitoring assessment and 60% of our students in grades 3rd-8th will be ON TRACK.

- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - 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)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 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)
  - 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)
  - 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)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 3 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)
  - 3 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)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 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)
  - 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)
  - 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)
  - 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- o 3 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 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)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 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**: Behavioral and academic MTSS has been implemented school wide for a number of years. The BHT and ILT team established entry and exiting criteria for all tiers. Teachers have been provided with ongoing professional development to continue to enhance their knowledge and to provide them with additional resources and tools. As resources change, the document is updated to ensure we are using the most current research based instructional strategies and resources available. MTSS topics are discussed monthly at grade level meetings by the case manager, diverse learner teachers and other school personnel. Additionally, there is an ILT sub committee that identify students that are tier 2/3 and the lead for those groups make themselves available to support teachers. The ON TRACK status of students who are tier 2/3 and tracked and monitored during ILT and attendance meeting. We have a vast amount of resources that are used, however, we need to be more strategic in how we categorize and prioritize the use of the resources in order to support teachers in narrowing down resources. In an effort to improve communication to parents regarding their child's on track status, on student progress reports and report cards, the ON TRACK matrix is affixed to the documents. Parents are able to review their childs ON TRACK status every 5 weeks. Data such as attendance, GPA, grades, and attendance tardies, is communicated to parents of students in grades 3-8. For students in grades K-2, the school communicates students attendance percentage and tardies and indicate if they are meeting the school wide attendance goal. Gen.Ed teachers are collaborate during the planning phase of instruction and share their lesson plans with DL teachers to ensure that all stakeholders are on the same page as far as instruction and interventions. Small group planning is being done to ensure that students are receiving the differentiated instruction that is being tailored to their needs. During the summer of SY 19, teachers in grades 3rd-5th attended PD on guided reading. This was an additional level of tiered instruction implemented

to students. This mirror what students in grade K-2 were already implementing. Teachers and support staff are able to submit referral to the Behavioral Health team. The BHT team meet weekly to review referrals and track student progress. The BHT is capable to make suggestions on interventions and support. Interventions such as group counseling, 1:1 counseling, check in check out are examples of SEL interventions. Academic interventions such as small group instruction(teacher administer and Reading in Motion) , 1:1 instruction, and math intervention with the Math interventionist are examples of academic interventions. For the past two years we have partnered with the Children's Triangle Research where counselling sessions are taking place weekly with our students that have been identified as traumatized. We have a menu of SEL/Supports interventions: Bounce Back, SPARCS,CICO, and SS Grin. Our counselor has small group and counseling sessions. Our attendance data looks very different than previous years. There have been three large drops that overall has impacted the attendance data for SY 19-20. Due to the teacher strike, the school calendar change that resulted from the school strike, and school closure due to COVID-19, it is difficult to accurately document SY attendance data. There was an observable decrease at week 30 in SY 17 (97.0%) SY 18 (96.1%). With our supports in place, and the use of restorative practices we have decreased our percentage of suspensions. In SY 16 (33.3%), SY 17 (13.98%) ,SY 18 (13.89%), and SY 19 (9.52%)

- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**: Smith is a school community that focuses on promoting a college and career rich environment, where students are engaged in meaningful conversations and dialogue. Exposure of high schools, colleges, and universities occur primarily in middle school grades, 6th-8th grade. Students in these grade attend high school fairs, open house, attend shadow days, and visit colleges and universities. Smith invited Chicago Public School High Schools to our own High School Fair and recruiter of High School attend grade level meetings to advertise their school.)O the 29 8th grade students; ____ % were eligible to take the selective enrollment assessment and ___% were accepted into selective schools. Middle School students have been provided the opportunity to be exposed to secondary and post-secondary options. The counselor provides daily support to the students about transitioning from the elementary level. Additionally, through a partnership with TRIO, students work on college to career interest inventory surveys. These surveys are conducted using Naviance. Currently 100% of the students in grades 6th-8th grade have completed a career inventory. At the primary level, teachers created a unit that focused specifically on career choices.

Quality and Character of School Life

- 2 - Relational Trust
  - o 2 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Most students have a staff member and/or teacher that they feel connected in a way that allows for them to maintain a trusting relationship. Per Smith's 5E data: 66% of Smith students agree/strongly agree that their teachers keep their promises, 96% of Smith students feel comfortable with their teachers, 93% of Smith students agree that teachers listen to their ideas and 96% of Smith students identify that teachers treat them with trust. These relationships are characterized by students ability to have a positive relationship that is respectful and genuine. Every student has access to an adult and adults those are very sensitive to the social emotional needs of the students that they interact with. Most of the interactions are positive, caring and respectful in nature. Restorative conversations, Chicago Metropolitan, Personalized student/teacher conferences allow for relational trust to be positively impacted and developed and weekly B.A.G. report goal setting conferences between teacher and student.
- 1 - Student Voice, Engagement, and Civic Life
  - o 1 Study politics
  - o 1 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 1 Exercise student voice (REQUIRED: OSEL)
  - o 1 Authentically interact with community and civic leaders
  - o 1 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 1 Experience a schoolwide civics culture
  - o **Evidence**: Most, not all of the students use their voice within the school community to enhance it in a positive manner. Students will often use their voice in a negative manner that impacts the school greatly. There is some student interest in learning, however, it is not consistent across all grade levels and students. All of the students in the school have access to academic and enrichment opportunities in some capacity.Students have partnered with admin and Chicago Metropolitan Family Services to determine after school programming both academic and enrichment. Students engaged both parties from a student perspective. Students are beginning to learn how to use their voice and to take action through Leader in Me and implementing the 7 habits. Students have begun to use their voice by asking for opportunities to speak with administration about ideas they have as far as uniforms and the school purchasing Wendell Smith Hoodies that they may wear during the cold months in school when the building is cold. Smith Elementary currently has a Student Leadership Team that acts as liaison for students to communicate with staff. Student Leadership Team has partnered with admin in developing calendar of events as well as fundraising opportunities. Smith elementary is a personalized learning school and students have a voice in how they are to be provided with instruction. Students actively utilize their voice during goal setting conferences.

Students have a voice in making suggestions to help improve academic/SEL situations that take place in the school.

- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Overall, the school community as a whole is safe and there are specific expectations that are upheld to protect the integrity of the learning environment and school community. Per our 5E data the safety component scored neutral. 62% of Smith students feel safe at school, 63% feel safe traveling to and from school, 56% of students feel like they are part of the community at the school, 50% percent of Smith students feel their social and emotional needs are met. 32% of students feel that bullying is not a problem in the school. There are specific behavioral expectations that teachers, parents, students and the community are expected to adhere to. Staff members work to actively maintain a safe, and orderly school environment. Professional development opportunities are provided for teachers and staff that need additional support in improving the safety and support of their classrooms.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Behavior expectations are taught and reinforced on a regular basis. Clear expectations, routines and procedures are implemented school wide. Teachers are held accountable for teaching and monitoring classroom based expectations, routines and procedures. The dean of students works to support the environment and to assist with restorative conversations for staff, students and other community stakeholders. We need to identify more opportunities to reward the positive behavior on a more consistent basis. There is also evidence of restorative practices at all levels. PBIS, MTSS, Focus, Counseling services and partnerships with CRT support our restorative approaches to discipline. The number of out of school suspensions SY18- 7.1 has decreased to 1.5 SY 19. We are still able to ensure students that need counseling services are able to receive assistance through CRT and counseling groups with our school counselor Mrs. Rose. This has been made possible due to intentional focus placed on identifying our tier 2&3 students and aligning supports to yield growth in areas of potential. We have also implemented mentor teachers for students that need extra support.
- 3 - Family & Community Engagement

- o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- o 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).
- o 2 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 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 2 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 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)
- o **Evidence**: We work to continue building strong parent partnerships through ongoing collaboration, celebrations and regular, timely communication. Our goal is to have at least 3 lines of communication. Monthly SMORE Newsletters, monthly school calendar, Class DoJo, flyers home, school marquee and the school website are the major sources of communication. During parent conferences, Personalized learning days and after school programming, Smith staff targets parents to get them signed up on Aspen and Class Dojo. Family game night, personalized learning/parent day, Mother's day brunch, Real Men Read, parent events and other opportunities are provided to enhance the parent/school connections. Parents have the opportunities to participate in various groups on a regular basis (PTSA, PAC, LSC etc.) When families transfer into Smith, students are greeted by the Main Office and families participate in a family meeting with either a member of admin or the dean of students. Parent communication is often one way. Opportunities to increase parent voice is necessary at every level. There is room for improvement. The school needs to strategize on more ways to include family and community voice.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**3**
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
2	Quality and Character of School Life: Relational Trust	**0**

Score	Framework dimension and category	Area of focus
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
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	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	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Overall Math Growth in grade 3rd -8th
Root Cause 1	Math professional development opportunities do not adequately address explicit interpretation of the standards and mathematical shifts.
Area of Critical Need 2	Overall Math Attainment in grades 3rd-8th
Root Cause 2	Lack of small group instruction to specific tiers of students do not address students' instructional deficits.
Area of Critical Need 3	School wide attendance PK-8

Root Cause 3	Lack of consistent incentives for students in grades PK-3 contributed to school wide decline
Area of Critical Need 4	Overall Reading Growth in grade 3rd -8th
Root Cause 4	Because of limited intentional Small Group instruction (Teachers are teaching whole group, not using data, lack understanding to differ, lack of rigor and productive struggle)
Area of Critical Need 5	Overall Reading Attainment in grades 3rd-8th
Root Cause 5	Lack of small group instruction to specific tiers of students do not address students' instructional deficits.

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 Growth G3-8 (Math)	Overall		50.00	55.00
Only 18% of students in grades 3rd-8th demonstrated growth on the NWEA MAP Math Assessment and 1% of the students with IEP's demonstrated growth on the NWEA MAP Math Assessment. The scores obtained is an indication that students lack the conceptual understanding of math. In order to increase the academic achievement in Math there is a need to increase the rigor in math from procedural and fluency, to application. Because as a school, we fell short in reaching our target. We will continue to focus on the three mathematical shifts, staffing changes (certified math teachers), a math interventionist to focus on tier 2/3 students, and more monitoring will occur in order to meet our intended growth targets. Through collaboration with general education teachers, it is imperative to provide equity and access to all learners. While working towards their IEP goals, students will have instruction delivered to them at their respective instructional level.	Students with IEPs		30.00	35.00
	Overall		40.00	45.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Math (Grades 3-8) Only 36% of the students in grades 3rd-8th are at or above grade level in Math and only 9% of the students with IEP's are at or above grade level in Math. In order to increase the attainment of students in grades 3rd-8th there is a need to increase the opportunities for students to demonstrate their learning through application. Students will apply skills and understandings to: new situations, other subject areas, real-world and problem solving situations.	Students with IEPs		20.00	30.00
Vision: Attendance Rate The current rate is 95.4% Maintain attendance overtime. Focus on Primary grades and ON TRACK data	Overall		96.00	96.00
	Students with IEPs		96.00	96.00
Vision: NWEA Growth G3-8 (Reading)	Overall			
78% of students in grades 3rd-8th demonstrated growth on the NWEA MAP Math Assessment and 98% of the students with IEP's demonstrated growth on the NWEA MAP Math Assessment. As students RIT score increases the need to increase rigor across all grade levels exist; especially in vocabulary acquisition. This will assist in meeting the growing demand towards academic achievement. Because as a school, we fell short in reaching our targets, instructional changes, staffing changes, and more monitoring will occur in order to meet our intended growth targets. Through collaboration with general education teachers, it is imperative to provide equity and access to all learners. While working towards their IEP goals, students will have instruction delivered to them at their respective instructional level.	Students with IEPs			
	Overall		55.00	60.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Reading (Grades 3-8) Only 52% of the students in grades 3rd-8th are at or above grade level in Math and only 9% of the students with IEP's are at or above grade level in Reading. In order to increase the attainment of students in grades 3rd-8th there needs to be a greater focus on the literacy instructional shifts; Regular practice with complex texts and their academic language, Reading, writing, and speaking grounded in evidence from texts, both literary and informational, and building knowledge through content-rich nonfiction.	Students with IEPs		30.00	40.00

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 2018-2019: Organized 2020-2021: Pending 2020-2021: Organized 2021-2022: Well Organized				4.00	5.00

Custom metrics (22% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
On Track On Track is a new metric that is added to the SQRP for students in grades 3rd-8th. This metric will inform who we will focus on for academic MTSS. We will monitor the referrals, grades, attendance for students in grades K-2 although the are not apart of the official SQRP metrics.					

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
K-2nd Growth _% growth in the percent of student tested who are reading at or above the grade level					
PK Growth Goal (Blank)					

Strategies

Strategy 1

If we do...	professional learning opportunities that guides teachers to unpack enacted lesson in order to FOCUS on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof, relate new content to math content within or across grades (COHERENCE), and intentionally targets the aspect(s) of RIGOR (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
Then we see...	teachers employing instructional practices that allow all students to learn the content of the lesson by way of the teacher modeling the lesson explicit through the use of explanations, representations, tasks, and/or examples, and the teacher deliberately checking for understanding throughout the lesson to surface misconceptions and opportunities for growth, and adapts the lesson according to student understanding.
which leads to...	50% or more of students tested demonstrating mastery on quarterly CCSS progress monitoring assessments and DWA.
Budget Description	Resources needed to implement this strategy include: Funds for professional development with Leading Educator (Professional Development Consultants/vendors), extended day pay for planning and preparation, teacher position for math interventionist,Textbooks, Materials (instr. and software) for progress monitoring, and conferences and associated expenses
Tags	Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum
Action steps	(Not started) Provide professional development and ongoing support regarding the CCSS mathematical shifts and the aspects of rigor.-- Planning and Preparation Tags:Math: Curriculum (Not started) Using the math curriculum and other supporting tools (Companion guides) provide professional development to support teachers in identifying major and supporting standards for the unit of study-- Planning and Preparation

	Tags:Math: Rigorous Tasks • (Not started) Teachers will create unit coherence maps to support whole group (tier 1)and small group instruction (tier 2 and 3)- Planning and Preparation Tags:Instruction • (Not started) Teachers will create unit plans that will include major and supporting standards, learning objectives, aspects of rigor, and entrance and exit tickets (Frequency TBD)-- Planning and Preparation Tags:Instruction • (Not started) Cycle of learning around Gradual Release of Responsibility (GRR). Teachers will focus on instructional practices/strategies that allow all students to learn the content of the lesson by way of the teacher modeling the lesson explicit through the use of explanations, representations, tasks, and/or examples. Tags: • (Not started) Peer examination of exit tickets to measure students? understanding of the content Tags:MTSS: Progress Monitoring • (Not started) ILT Sub-committee monitoring implementation of action steps (Development of PD Calendar, Monitoring coaching) Tags:

Strategy 2

If we do...	Implement a school-wide framework that provides tiered support for students' academic and social-emotional needs.
Then we see...	teachers providing effective core (Tier 1)academic and behavioral supports for all students. For Tier 2 & 3 students, the teachers will implement researched based academic and social-emotional interventions and progress monitor student progress over time.
which leads to...	academic students moving to the next index score quartile on the ON TRACK matrix. For students receiving social-emotional support, there will have a decrease in infractions as a result of the support and interventions provided.
Budget Description	Resources needed to implement this strategy include: extended day pay for planning and preparation, teacher position for interventionist, and materials (instr. and software) for progress monitoring.
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions

Action steps	• (Not started) Establish criteria for identifying Tier 2 and Tier 3 students with exemplars for academic and social emotional learning interventions Tags:OSEL: Tier 2 and 3 Interventions • (Not started) Provide professional development on tier 1 (Core) instructional and social emotional supports Tags:OSCPA: Tier 1 • (Not started) Provide professional development on ASPEN MTSS documentation training Tags:MTSS: Progress Monitoring • (Not started) Develop an evaluation system to monitor the progress and effectiveness of MTSS tiered supports. Tags:MTSS, MTSS: Progress Monitoring • (Not started) Create MTSS progress monitoring google reminders Tags:MTSS: Fidelity of Implementation • (Not started) Create, design and monitor a plan for students whose attendance meets Tier 2 and Tier 3 intervention criteria Tags:MTSS, MTSS: Progress Monitoring, OSSE: Attendance & Truancy • (Not started) Use the MTSS APSEN logging tool regularly to record interventions and measure the effectiveness of the strategies. Tags:CBE: Supports, Interventions, or Extensions • (Not started) Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance. Tags: • (Not started) Communicate with parents students ON TRACK status and MTSS tier level Tags:FACE2: Parent Engagement • (Not started) TIER 2 & 3 ? Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).

	Tags:MTSS: Progress Monitoring

Strategy 3

If we do...	Student Voice Committee with 6th, 7th and 8th grade scholars with adult partnerships to give them the opportunity to develop leadership competencies by working collaboratively in a team setting, organizing and coordinating school activities that contribute to critical thinking, community welfare and school reform
Then we see...	Students taking responsibility for their conduct, critically thinking, participating in school activities and encouraging good relationships within the school
which leads to...	Students taking on leadership roles, promoting voice of the student body and problem solving. This in turn will increase students' sense of connectedness and membership in the school community on the 5Essentials survey from Strong to Very Strong.
Budget Description	Resources that are needed to implement this strategy: Two student student council coordinators, professional development on implementing a student council in an elementary school and funds for conferences and various reading materials and any other associated expense.
Tags	Student Voice, Engagement, and Civic Life, SSCE: Student Voice, SSCE: Student Leadership, SSCE: Student Voice CIWP
Action steps	• (Not started) Teach about the structures and functions of government as well as local, national and international political structures and power dynamics. Tags:Student Voice, Engagement, and Civic Life, SSCE: Engaging in Difficult or Controversial Discussions • (Not started) Create a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process. Tags:Student Voice, Engagement, and Civic Life, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Student Voice • (Not started) With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence and listens to one another. Tags:Student Voice, Engagement, and Civic Life, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Student Voice • (Not started) Design learning experiences that enable students to explore how their identities influence their experiences and perspectives. Tags:Student Voice, Engagement, and Civic Life, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Student Voice

	- (Not started) Represent the diversity of the school, addresses based issues, regularly gathers input, from their peers to inform and impact school policy and decisions Tags:Student Voice, Engagement, and Civic Life, SSCE: Inclusive decision-making, SSCE: Student Voice - (Not started) Support engagement with civic leaders by inviting them into classrooms for students to share their feedback and perspectives with civic leaders. Tags:Student Voice, Engagement, and Civic Life, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Student Voice - (Not started) Use social and digital platforms to raise awareness about issues that matter. Tags:SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Inclusive decision-making, SSCE: Student Voice, SSCE: Student Leadership - (Not started) Create structures and systems where students are invited to participate in shaping school's policies, goals, instruction and climate Tags:Student Voice, Engagement, and Civic Life, SSCE: Inclusive decision-making, SSCE: Student Voice, SSCE: Student Leadership

Action Plan

Strategy 1

Provide professional development and ongoing support regarding the CCSS mathematical shifts and the aspects of rigor.-- Planning and Preparation

Feb 03, 2020 to Jun 24, 2022 - Admin/ILT

Using the math curriculum and other supporting tools (Companion guides) provide professional development to support teachers in identifying major and supporting standards for the unit of study-- Planning and Preparation

Aug 24, 2020 to Sep 11, 2020 - Admin/ ILT

Teachers will create unit coherence maps to support whole group (tier 1)and small group instruction (tier 2 and 3)- Planning and Preparation

Jul 06, 2020 to Aug 31, 2020 - Teachers

Teachers will create unit plans that will include major and supporting standards, learning objectives, aspects of rigor, and entrance and exit tickets (Frequency TBD)-- Planning and Preparation

Jul 06, 2020 to Jun 24, 2022 - Teachers

Cycle of learning around Gradual Release of Responsibility (GRR). Teachers will focus on instructional practices/strategies that allow all students to learn the content of the lesson by way of the teacher modeling the lesson explicit through the use of explanations, representations, tasks, and/or examples.

Sep 07, 2020 to Jun 24, 2022 - Teachers Admin

Peer examination of exit tickets to measure students? understanding of the content

Sep 14, 2020 to Jul 22, 2022 - Teachers

ILT Sub-committee monitoring implementation of action steps (Development of PD Calendar, Monitoring coaching)

-

Strategy 2

Establish criteria for identifying Tier 2 and Tier 3 students with exemplars for academic and social emotional learning interventions

Aug 31, 2020 to Oct 02, 2020 - MTSS Lead Administration

Provide professional development on tier 1 (Core) instructional and social emotional supports

Aug 31, 2020 to Oct 02, 2020 - Admin Counselor

Create, design and monitor a plan for students whose attendance meets Tier 2 and Tier 3 intervention criteria

Sep 07, 2020 to Jun 24, 2022 - MTSS/BHT Team

Provide professional development on ASPEN MTSS documentation training

Sep 21, 2020 to Oct 30, 2020 - Admin Counselor

Create MTSS progress monitoring google reminders

Sep 07, 2020 to Jun 24, 2022 - MTSS Team

Develop an evaluation system to monitor the progress and effectiveness of MTSS tiered supports.

Sep 21, 2020 to Oct 30, 2020 - MTSS/BHT Team

Use the MTSS APSEN logging tool regularly to record interventions and measure the effectiveness of the strategies.

Sep 28, 2020 to Jun 24, 2022 - Teachers, Counselor, Dean

Communicate with parents students ON TRACK status and MTSS tier level

Sep 28, 2020 to Jun 24, 2022 - Teachers

Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.

- MTSS Team/BHT

TIER 2 & 3 ? Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).

Sep 28, 2020 to Jun 24, 2022 - Teachers

Strategy 3

Teach about the structures and functions of government as well as local, national and international political structures and power dynamics.

Sep 28, 2020 to Jun 24, 2022 - Teachers

Create a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.

Sep 28, 2020 to Jun 24, 2022 - Admin Teachers

With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence and listens to one another.

Sep 28, 2020 to Jun 24, 2022 - Admin Teachers

Design learning experiences that enable students to explore how their identities influence their experiences and perspectives.

Oct 26, 2020 to Jun 24, 2022 - Teachers ILT

Represent the diversity of the school, addresses based issues, regularly gathers input, from their peers to inform and impact school policy and decisions

Nov 30, 2020 to Jun 24, 2022 - Students Coordinators

Support engagement with civic leaders by inviting them into classrooms for students to share their feedback and perspectives with civic leaders.

Jan 11, 2021 to Jun 24, 2022 - Coordinators Admin Teachers

Use social and digital platforms to raise awareness about issues that matter.

Jan 25, 2021 to Jun 24, 2022 - Students Coordinators

Create structures and systems where students are invited to participate in shaping school's policies, goals, instruction and climate

Jan 25, 2021 to Jun 24, 2022 - Admin ILT Teachers

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.

At Smith School we did a comprehensive needs assessment of the entire school based on the 5 Essentials Survey, Internal Parent surveys and the School Effectiveness Framework (SEF).

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

Smith School provides opportunities for all children to meet proficient and advanced levels of student academic achievement in the following ways: ensuring that high quality and highly qualified staff are in the classrooms, the use of scientifically research based strategies effective in raising student achievement, the use of instructional methods that increase the quality and amount of learning time. We analyze gaps in student assessment data and develop interventions to fill those gaps. We also, implement structures necessary to differentiate instruction, in order to match instructional needs of individual learners.

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.

At Smith School there are heterogeneous classrooms at all grade levels. Classrooms differentiate instruction to ensure that students are engaged and experience success. Students gain instructional time with teacher guidance by utilizing Lexia, NewsELA, Edulastic, Math and Reading IXL. Diverse learner teachers and paraprofessionals provide extra support for DL students. Diverse Learner students are integrated into the general education classroom for core instruction based on individual needs.

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).

At Smith School reform strategies that are used to address the needs of all students, particularly those students that are low achieving or at risk of not meeting the state?s academic achievement standards or members of the target population of a program are: We have two high quality full day preschool classes and a full day kindergarten that facilitate the transition from early learning to elementary education programs. We recruit and retain effective high quality teachers in high-need subjects. We have a full time school counselor that does hold small group sessions and one on one counseling sessions. We have a BHT (Behavior Health Team) to assist in addressing behaviors, positive behavior interventions and supports. Our middle school students have participated in college tours at city colleges and state universities. Also, at Smith School we use a MTSS Tier, Entry & Exit framework for strategic interventions. As another resource, we have a children's trauma therapist from the Children's Research Triangle.

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

At Smith School strategies that we use to attract high quality and highly qualified teachers are partnerships with the Urban Teacher Residency Program. In this program for the past two years we have welcomed residents into the school and partnered them with highly expert mentor teachers. In the program we have the residents with us for the school year while they complete coursework in curriculum, teaching and learning at local universities. These recruits work with expert teachers and are tutored into accomplished practice. We have been able to hire those who have been mentored by our expert teachers. Another strategy we use at Smith school is we work extremely hard to pour into our teachers to ensure that we accelerate their professional growth. We invest in them through professional development, coaching, and transparent feedback. We ensure that our teachers have the supplies/materials needed for them to be successful. We take pride in making sure that our facilities are safe and clean. Along with opportunities for professional development, we ensure teachers have opportunities for collaboration and input into decision making.

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.

As stated in the statement above, professional development by school stakeholders is essential in building the capacity of adult learning. As a result of the professional development teachers and staff receive, the goals is for student achievement will be obtained. Teachers will receive professional development an number of different ways. 1. Teachers/paraprofessionals will either use their summative evaluation data to goal set learning or engage in a reflective conversation is data is not available. Based on a teachers/paraprofessionals lowest performing area, teachers/paraprofessionals will identify opportunities to increase their capacity. 2. Teachers/paraprofessionals will receive on the job training as

deemed necessary in order to support them in their current role. 3. Teachers/paraprofessionals will participate in district level professional development to address Network and District trend data.

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

In an effort to increase parent involvement in literacy, families will be invited to attend the scholastic book fair which is held twice a year. Additionally, families and students will invited in Family Literacy night which is hosted in the fall. During this time parents will learn about literacy strategies to support their child while at home. Activities such as word games, bookmark making, and poetry slams will be offered. Each year the school host a Real Men read event. Fathers/father figures are invited to the school to participate in classroom read aloud reading.

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.

Parents are encouraged to come to Smith to complete the application for enrollment for PK. Staff and been trained on how to complete the application and review the required documentation needed for enrollment. Throughout the summer months, staff is available to support families so in the fall, the transition will be smooth. PK parents are invited to volunteer in their child's classroom and parenting workshops are offered to families quarterly.

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.

Online programs,progress monitoring tools, curriculum, and novel choices are all decided on at the teacher and staff level. Each year the Network host a resource fair. Teachers are invited to attend. During this visit, we explore resources for use. To ensure there equity in the decision making process, a representative from each grade level cluster is invited to attend. After the materials have been reviewed and narrowed down to a couple of viable choices, the representative from the company is invited to present the materials and/or demo the products. All teachers are invited to attend. Using a google form, teachers are able to weigh in on the pros and cons of the materials. In cases where one cluster prefers a product over another grade cluster, depending on its use, the cluster is able to decide if they want to use the resource. Teachers are welcome to have a voice and choice in their selection of materials.

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.

This directly aligns to personalized learning and MTSS. Through personalized learning, students needs and learning styles are taken into consideration. The definition for personalized learning is huge and varies from school to school. At Smith our focus includes: 1) Providing flexible seating choices for students. The needs of students vary and consideration on where they would like to learn (location inside and adjacent to the classroom) are taken into consideration. 2) Student and Parent survey. The interest and concerns of students are their families help teachers to shape learning for students. Teachers issue surveys to collect information on students interest, topics and peak their interest, concerns that plague youth, and likes and dislikes. This information is used to create unit of study aligned to the CCSS. 3.) Students have a choice and voice around areas of learning. Student use choice menus to create a learning path. Students are also able to track and monitor their progress based on identified goals and areas of growth. Through goal setting and conference sessions, students are able to reflect with their teacher on ways to improve. Personalize learning falls under the umbrellas of MTSS. Both processes allow you to meet the needs of students,

regardless of their level. The criteria in the MTSS protocol has criteria of eligibility for tier 2/3 academic and social emotional learning, explicit directions and next steps on how to identity a tier 2/3 student, progress monitor frequency, and research based tools to use to support the needs of the learner. Both of these iniatives will ensure students' difficulties are identified on a timely basis and to provide sufficient information on how to provide support.

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.

Many of these initiatives are addressed through our partnership with Metropolitan Family Services. Wendell Smith is a community school and our goal is to support the development and growth of families and the community at large. Support in the form of GED classes, resume writing, and workforce development are a few of the programs offered to families at Smith. At Parent Teacher Conference, during the second semester of the year, smith host a resource fair for parents.

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.

School administration will partner with the chairpersons of the LSC/PAC/PTSA to develop a strategic plan for increasing parent participation.The goal of the collaboration is to brainstorm ways to engage parents in the logistics of the school and to empower parents on ways to partner with staff and other community members in making decisions for the school. Parents will be encouraged to participate in regular monthly LSC/PAC/PSTA meetings and to attend all school functions. There will several opportunities for parents to be apart of the educational process of students at Smith. Engagement activities such as "Bring your Parent to School" days will provide parents with hands on experience in classrooms as they participate and

engage in activities with their children. Parents will be invited and encouraged to attend school events such as Open House, Award Assemblies, Family Game Night, Parent Training's, Technology Exploration nights,Literacy and Math nights, Leader In Me day, and chaperoned field trips. Parents are also encouraged to become volunteers so that they can participate in school activities and help bridge the gap between home and school. In addition to meetings,
parents will participate in the process of school review and improvement through surveys, emails, and classroom visits (Bring your parents to school).

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

The Title l Annual Meeting annual meeting and the Title I PAC Organizational Meeting will take place at Smith in October. The purpose of this meeting is to explain 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 host a number of family engagement meeting which include monthly LSC and PAC meeting. Prior to the start of the year, students will be invited by grade cluster to participate in team building activities. This will be to help re-establish the school culture. Student leaders will help to facilitate activities and students will create a unity creed and will set academic and SEL goals.

During the summer, parents will be invited to a parent workshop and meeting to acclimate them back to school after the school closure, different departments will be available to address concerns and answer questions. Parents will be given an overview of academic programs, the schools CIWP and Budget, and be invited to participate in a parent organizations.

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

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

Smith School will present the State of the Schools address in the Fall and and Spring. We will encourage parental input at LSC and PAC meetings to give the school feedback on decisions
about the education of their children.

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.

Smith School will host quarterly Parent Institutes to provide information, resources, materials and training including literacy, math and reading to assist parents in working to improve their children's academic achievement.and to encourage increased parental involvement.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Smith School will monitor the certification of all its teachers to ensure that a teacher who is not highly qualified is not assigned to teach in a position unless they are qualified. Letters are sent home for the parents to request teacher credentials.

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.

Presentations will be made at PAC meetings. The school website will provide links to the common core state standards as well as parent portal where parents can access their child's grades. In addition, all of this information is provided to parents at the beginning of the year during open house.

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.

Smith School will host quarterly Parent Institutes to provide information, resources, materials and training including literacy and technology to assist parents in working to improve their children's academic achievement and to encourage increased parental involvement.

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.

During our staff professional development sessions during the school year we will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with 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.

Smith School has two full day Preschool classrooms. The Preschool teachers will offer workshops to parents monthly and at Open House to model various early literacy and math strategies. This will assist parents in supporting their children at home.

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.

Smith School will distribute information related to the school and parent programs, meetings, and other activities to parents through newsletters, emails, and website posting in understandable and uniform formats,

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 positively impact Wendell Smith COMMUNITY by diligently educating, inspiring, and empowering our scholars for lifelong learners. Our promise is to provide a supportive environment in which expectations and innovative research based instruction is taught with fidelity.

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.

Smith School will hold parent-teacher conferences in November and April. Parents will have an opportunity to pick-up their child's report cards and confer with teachers about their child's attendance and academic progress. Grades 6-8 are evolving to student-led conferences that are guided by the students' portfolio.

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

At Smith School progress reports or report cards are sent home every 5 weeks to keep parents informed of their child?s academic progress. Also, at Smith School biweekly BAG Reports (Behavior, Attendance and

Grades) are sent home to inform parents of their child?s progress. In addition, the school sends home MAP/NWEA Student Progress Reports with 3rd quarter report cards to provide parents with student MOY scores and their projected goals for end of year testing.

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

Smith teachers will be made available for parent conferences via appointments which can be arranged by email, written communication and phone calls. Also, all Smith teachers are made available for consultations with parents through our Class Dojo system.

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 can visit cpsvolunteers.org . After completion of the CPS requirements, parents are then invited to volunteer in various capacities throughout the school year as agreed upon with the teachers and by administration. Parents have opportunities to volunteer at field trips throughout the school year. Parents are invited to attend special events such as the school spelling bee, family literacy night, Black History Living Museum, and awards ceremonies. Parents can request to visit classrooms as an observer.

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 registering for the parent portal and setting triggers to alert them about drops in grades or missing assignments. Teachers will regularly post homework on the class page on our school's Class Dojo.

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 complete My Voice, My School Parent survey, and also to attend LSC and PAC meetings in order to consult with the school in decision relating to the education of their child. The parents can also contact and meet with the principal to discuss decisions relating to the education of their child.

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).

There are attendance incentives for classrooms and individual students which makes kids want to come to school. We use the Second Step curriculum which encourages students to use Social and Emotional learning to maintain a positive attitude. We also have the Leader In Me Lighthouse Program that builds confidence in students abilities to handle situations with pride. Students develop their leadership skills, become more organized and collaborative.

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 goals of this session will be to build the capacity of

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.	$425.00
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)	$1050.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$303.00
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.	$300.00
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