

John M Smyth Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Rosette Edinburg	AP	rredinburg@cps.edu	Has access
Josie Barber	Teacher	jabarber@cps.edu	No Access
Alice Barnett	Case Manager	afbarnett@cps.edu	No Access
Debra Ellis	PYP Coordinator	drellis@cps.edu	Has access
Charles Gunn	Teacher	cbgunn@cps.edu	No Access
Mary Molitor	Teacher	mmolitor@cps.edu	No Access
Cynthia Peacock	Teacher	cwpeacock@cps.edu	No Access
Harold Smith	Teacher	hesmith@cps.edu	No Access
Tiffany Smith	Teacher	tmsmith9@cps.edu	No Access
Megan Steele	Social Worker	mesteele2@cps.edu	No Access
Berna Whiteside	Teacher	bdwhiteside@cps.edu	No Access
Wendell Ambrose	Dean	wpambrose@cps.edu	No Access
Kiyana Grayer	MYP Coordinator	kcburke@cps.edu	Has access
Dana Turner	Principal	dmturner1@cps.edu	No Access

Team Meetings

Date	Participants	Topic

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)
 - 4 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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 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
 - 2 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
 - 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- 2 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
- 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 1 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:**
- 2 - Instruction
 - 2 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
 - 2 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
 - 1 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 1 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:**
- 2 - Balanced Assessment and Grading
 - 1 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 2 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
 - 1 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
 - 1 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 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
 - 2 Improve and promote assessment literacy
 - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 3 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)
- 3 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)
- 3 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)
- 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 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)
- 1 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)
- 1 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)
- 2 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)
- 1 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)

- 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)
- 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)
- 1 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)
- 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)
- **Evidence:**
- 2 - 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)
 - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 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:**

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:**
- 3 - Student Voice, Engagement, and Civic Life
 - 2 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:**
- 2 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 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:**
- 2 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 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
 - 2 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)
 - 2 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
 - 4 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:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	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: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	NWEA Growth among all students in Reading
-------------------------	-------------------------------------------

Root Cause 1	Lack of school-wide comprehensive curriculum and consistent behavioral expectations
Area of Critical Need 1	NWEA Growth among all students in Math
Root Cause 2	Lack of school-wide comprehensive curriculum and consistent behavioral expectations
Area of Critical Need 3	Attendance rate among all students K-8th
Root Cause 3	Lack of school-wide instruction that encourages rigorous and relevant tasks

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 (Reading) We chose this metric because students are not meeting their growth targets in NWEA Reading. For example, school baseline data was 57.14%, however, students group baseline data was 46.98%. Thus, the possible goal is 63.47% with a difference of 6.33%.	Students with IEPs		60.00	73.00
	Overall		60.00	73.00
Vision: NWEA Growth G3-8 (Math) We chose this metric because students are not meeting their growth targets in NWEA Math. For example, school baseline data was 52.13%, however, students group baseline data was 38.6%. Thus, the possible goal is 61.13% with a difference of 9%.	African American Female		52.00	65.00
	Overall		52.00	65.00
Vision: Attendance Rate We chose this data because some students have not bought into attending school everyday. For example, school baseline data was 93.61%, however, students group baseline data was 93.2%. Thus, the possible goal is 96.93% with a difference of 3.33%.	African American		94.00	96.00
	Overall		94.00	96.00
(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 Identified critical areas of need highlight the importance of the data represented in the 5 Essential Survey that it is to be used to guide ongoing efforts to improve Smyth school, and to offer students an excellent education in the areas of attendance and test score gains. As illustrated by SY19 survey results reporting 92.5% for students and 84.4% for IL average; 70.2% for teachers and 79.8% IL average that equivocated to 2 pts (partially organized).				4.00	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...	build and implement an IB curriculum that supports teacher development and high-quality instruction
Then we see...	IB teaching and learning embedded in the school's curriculum (curriculum that is subject specific), reflection as a core skill, students taking action via advocacy, social justice, or social entrepreneurship, continued development (innovation), partnership with the IB community, personal development for students and teachers, and holistic education
which leads to...	closing the student achievement gap and an increase in student attainment scores on NWEA Reading 32.6% SY19 to 40% by SY22 and Math 19% SY19 to 30% by SY22
Budget Description	
Tags	Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Special Education Administrator
Action steps	<ul style="list-style-type: none"> (Not started) Ornament Smyth with IB signage and IB presence virtually Tags: Budget & Grants, MGIB: IB

	<ul style="list-style-type: none"> • (Not started) Design and implementation of the Subject Group Overview Tags:Curriculum, MGIB: IB • (Not started) Collaborative Planning ? Program of Inquiry (POI) Tags:Curriculum, Instruction, MGIB: IB • (Not started) IB Self-Study Programme Evaluation: Complete IB Self-Study Questionnaire and IB Standards and Practices Tags:Curriculum, Balanced Assessment and Grading, CBE: Adaptive Pacing, MGIB: IB • (Not started) Policies: Academic Integrity, Assessment, Language, Special Educational Needs Tags:Curriculum, MGIB: IB • (Not started) Recognition of the Attribute of the Month embedded in curriculum and school culture (activities and events) Tags:Curriculum, MGIB: IB, MTSS: Curriculum & Instruction • (Not started) Scope & Sequence developed and implemented for the implementation of the MYP Community Project Tags:Instruction, CBE: Performance Based-Assessment, MGIB: IB • (Not started) Register all MYP staff for IB workshops Tags:Budget & Grants, MGIB: IB • (Not started) Provide summer and quarterly professional development for teachers that include IB training, differentiation, and progress monitoring - Making the PYP Happen - Leading the PYP; Making the MYP Happen - Leading the MYP. Tags:Instruction, Talent • (Not started) Collaborative Planning ? Unit Plans Tags:Assessment: Balanced Assessment and Grading, Budget & Grants
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strategy 2

If we do...	implement and develop intensive small group and individualized instruction combined with Tier I supports based on the Gradual Release Model
-------------	---------------------------------------------------------------------------------------------------------------------------------------------

Then we see...	effective identification of and targeted interventions for academic and SEL supports
which leads to...	an increase in student academic growth NWEA Reading from 46.98% to 63.47% (school?s baseline 57.14%) by SY22, NWEA Math from 38.6% to 61.13% (school?s baseline 52.13%) by SY22, and a decrease in student infraction by 10%
Budget Description	
Tags	Instruction, Assessment: Monitoring Student Learning to Support Growth, Literacy: Key Practice #5-Creating Content in a Digital Environment, MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation, Science: Curriculum, Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Open two additional teaching positions - 3rd through 5th - to reduce class sizes and split classes Tags:Talent • (Not started) Calendar of instructional meetings: IB Grade-level; ILT Tags:Teacher Leader Development & Innovation: Distributed Leadership • (Not started) Teachers conduct goal setting for NWEA - BOY / MOY Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Professional Development on CHAMPS Tags:MTSS: Curriculum & Instruction • (Not started) Professional Development on Calm Classroom and Restorative Practice Tags:MTSS: Curriculum & Instruction • (Not started) Informal classroom observations Tags:Leadership for Continuous Improvement, MTSS: Shared Leadership • (Not started) Professional Development on Summit Learning Tags:Math: Curriculum • (Not started) Professional Development on Amplify Tags:Literacy: Shift 2-Leveraging Data to Close Gaps

- (Not started) Class DoJo
Tags:FACE2: Parent Engagement, MTSS: Curriculum & Instruction
- (Not started) Morning announcement(s) and Smyth school oath
Tags:MTSS: Shared Leadership, OSEL: Supportive School Environment
- (Not started) Peer - to -Peer classroom observations with feedback
Tags:Leadership for Continuous Improvement
- (Not started) TRC / Dibels progress monitoring
Tags:Assessment: PreK-3 Assessment
- (Not started) Teachers conduct Personal Learning Plans
Tags:Instruction
- (Not started) Teachers complete Class Goal Template / Teacher's assist students in completing a SMART Goal Template
Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring, MTSS: Shared Leadership
- (Not started) Primary BOY Analysis / Planning
Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System
- (Not started) REACH classroom observations - formal
Tags:Instruction
- (Not started) After-school enrichment in the content areas of Math and Reading
Tags:Personalized Learning: Tailored Learning/Differentiation
- (Not started) Dashboard Reflection
Tags:Assessment: Balanced Assessment and Grading
- (Not started) NWEA MOY Strengths Weaknesses Opportunities Threats (SWOT) Analysis and EOY instructional planning for Next Steps
Tags:Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System

	<ul style="list-style-type: none"> (Not started) Provide Saturday School Enrichment to enhance Reading stamina Tags:MTSS: Progress Monitoring, Personalized Learning: Progression Based on Mastery (Not started) Summer Planning - Professional Development: IB / ILT Tags:Instruction, Budget & Grants, CIDL: Curriculum, MTSS: Shared Leadership
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strategy 3

If we do...	develop and implement Tier I, II, and III SEL supports for all students
Then we see...	consistent routines and rituals, stronger relationships and more responsive practices
which leads to...	improved relationships, student achievement, an increase in school-wide attendance from 93% to 97% by SY22 and a decrease in student infraction by 10%
Budget Description	
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Discipline:Deans and Building PLC Tags:Supportive and Equitable Approaches to Discipline, MTSS: Progress Monitoring (Not started) Attendance: Attendance PLC / Attendance Plan Tags:MTSS: Fidelity of Implementation, OSSE: Attendance & Truancy (Not started) PBIS: Class Dojo / Calm Classroom / CHAMPS / Restorative Practice Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership (Not started) Attendance incentives: HR / Classroom - Tier I, II,and III Tags:Budget & Grants, FACE2: Community Partnerships, FACE2: Parent Engagement, OSSE: Attendance & Truancy (Not started) Extracurricular(s): Student Council, STEM Club, Mighty Men of Smyth

	<p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Field trips: Holocaust Museum, Art Museum, Enchanted Castle, high school fairs <p>Tags:Transitions, College & Career Access, & Persistence, Arts Education: Equitable Access to the Arts</p> <ul style="list-style-type: none"> (Not started) Assemblies: Back to School, Motown Winter, Attendance and Academic, Smyth's Passport to High School Fair, State of the School Address <p>Tags:MTSS: Family and Community Engagement, MTSS: Progress Monitoring, ODLSS: Behavior Support</p> <ul style="list-style-type: none"> (Not started) Community Partnerships: Officer Friendly, Scrubby Bear, Gardeneers <p>Tags:OSEL: Supportive School Environment, OSSE: Juvenile Justice</p> <ul style="list-style-type: none"> (Not started) Staff culture: JMS Newsletter, Friends-giving, Staff outings, uniform dress code <p>Tags:Relational Trust, Equity: Inclusive Partnerships</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Strategy 4

If we do...	implement and develop practices to support tier I, II, and III students in meeting the attendance goals of the school via outreach, CICO, incentives
Then we see...	increased and steady attendance from students representative in all tier groups
which leads to...	an increase in school-wide attendance, assessment results, and relationships among stakeholders
Budget Description	
Tags	OSCPA: Social/Emotional Support, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy
Action steps	

Action Plan

Strategy 1

Provide summer and quarterly professional development for teachers that include IB training, differentiation, and progress monitoring - Making the PYP Happen - Leading the PYP; Making the MYP Happen - Leading the MYP.

Jul 01, 2020 to Jun 30, 2022 - Administration, IB Coordinators

Ornament Smyth with IB signage and IB presence virtually

Mar 16, 2020 to Jul 01, 2022 - Administration, IB Coordinators, ILT

Design and implementation of the Subject Group Overview

May 11, 2020 to Jun 19, 2020 - Administration, IB Coordinators

Recognition of the Attribute of the Month embedded in curriculum and school culture (activities and events)

Jun 22, 2020 to Aug 21, 2020 - Administration, IB Coordinators, teachers, students

Register all MYP staff for IB workshops

Jun 22, 2020 to Feb 26, 2021 - Administration, IB Coordinators, teachers

Scope & Sequence developed and implemented for the implementation of the MYP Community Project

May 18, 2020 to May 28, 2021 - Administration, IB Coordinators, teachers

Collaborative Planning ? Program of Inquiry (POI)

May 18, 2020 to Aug 20, 2020 - Administration, IB Coordinators, teachers

IB Self-Study Programme Evaluation: Complete IB Self-Study Questionnaire and IB Standards and Practices

May 18, 2020 to Dec 18, 2020 - Administration, IB Coordinators, teachers

Policies: Academic Integrity, Assessment, Language, Special Educational Needs

May 18, 2020 to Aug 21, 2020 - Administration, IB Coordinators, teachers

Collaborative Planning ? Unit Plans

May 18, 2020 to Jul 01, 2022 - Administration, IB Coordinators, teachers

Strategy 2

Open two additional teaching positions - 3rd through 5th - to reduce class sizes and split classes

Jul 01, 2020 to Sep 01, 2020 - Administration

Calendar of instructional meetings: IB Grade-level; ILT

Jul 01, 2020 to Jul 01, 2022 - Administration, IB Coordinators, ILT

NWEA MOY Strengths Weaknesses Opportunities Threats (SWOT) Analysis and EOY instructional planning for Next Steps

Jan 11, 2021 to Jan 29, 2021 - Administration, teachers

Teachers conduct goal setting for NWEA - BOY / MOY

Sep 08, 2020 to Feb 01, 2021 - Administration, IB Coordinators, teachers

After-school enrichment in the content areas of Math and Reading

Oct 05, 2020 to May 28, 2021 - Administration, IB Coordinators, teachers

Provide Saturday School Enrichment to enhance Reading stamina

Feb 01, 2021 to May 28, 2021 - Administration, IB Coordinators, teachers

REACH classroom observations - formal

Oct 05, 2020 to May 24, 2021 - Administration

Peer - to -Peer classroom observations with feedback

Sep 14, 2020 to May 28, 2021 - IB Coordinators, ILT, teachers

Informal classroom observations

Sep 08, 2020 to Jun 11, 2021 - Administration, IB Coordinators, teachers

Professional Development on CHAMPS

Sep 08, 2020 to Jun 18, 2021 - Administrative team, IB Coordinators, Teachers

Professional Development on Calm Classroom and Restorative Practice

Sep 08, 2020 to Jun 18, 2021 - Administrative team, IB Coordinators, Teachers

Professional Development on Summit Learning

Sep 08, 2020 to Jun 18, 2021 - Network 6, Administration, teachers

Professional Development on Amplify

Sep 08, 2020 to Jun 18, 2021 - Network 6, Administration, IB Coordinators, teachers

Morning announcement(s) and Smyth school oath

Sep 08, 2020 to Jun 17, 2022 - IB Coordinators, teachers, students

Class DoJo

Sep 08, 2020 to Jun 17, 2022 - Administrative team, IB Coordinators, Teachers

Dashboard Reflection

Dec 18, 2020 to Jan 22, 2021 - Administrative team, IB Coordinators, Teachers

Teachers conduct Personal Learning Plans

Oct 05, 2020 to Oct 16, 2020 - Administrative team, IB Coordinators, Teachers

TRC / Dibels progress monitoring

Oct 05, 2020 to Oct 16, 2020 - Administrative team, IB Coordinators, Teachers

Teachers complete Class Goal Template / Teacher's assist students in completing a SMART Goal Template

Oct 19, 2020 to Oct 23, 2020 - Administrative team, IB Coordinators, Teachers

Primary BOY Analysis / Planning

Oct 05, 2020 to Oct 16, 2020 - Administrative team, IB Coordinators, Teachers

Summer Planning - Professional Development: IB / ILT

Jun 07, 2021 to Aug 31, 2022 - Administration, IB Coordinators, teachers

Strategy 3

Discipline:Deans and Building PLC

Sep 14, 2020 to Jun 18, 2021 - Administration, Dean(s)

Attendance: Attendance PLC / Attendance Plan

Sep 14, 2020 to Jun 18, 2021 - Administration, Counselor, Attendance Team Member(s)

PBIS: Class Dojo / Calm Classroom / CHAMPS / Restorative Practice

Aug 24, 2020 to Jun 18, 2021 - Administration, Teachers, support staff, clinical staff, security

Attendance incentives: HR / Classroom - Tier I, II, and III

Aug 24, 2020 to Jun 18, 2021 - Administration, Counselor, Attendance Team Member(s)

Extracurricular(s): Student Council, STEM Club, Mighty Men of Smyth

Sep 08, 2020 to Jun 18, 2021 - Administration, Teachers, support staff, clinical staff, security

Field trips: Holocaust Museum, Art Museum, Enchanted Castle, high school fairs

Sep 14, 2020 to Jul 16, 2021 - Administration, Teachers, support staff, clinical staff, security

Assemblies: Back to School, Motown Winter, Attendance and Academic, Smyth's Passport to High School Fair, State of the School Address

Sep 14, 2020 to Jun 18, 2021 - Administration, Teachers, support staff, clinical staff, security, students, parents

Community Partnerships: Officer Friendly, Scrubby Bear, Gardeneers

Sep 14, 2020 to Jul 16, 2021 - Administration, Teachers, support staff, clinical staff

Staff culture: JMS Newsletter, Friends-giving, Staff outings, uniform dress code

Aug 24, 2020 to Jul 23, 2021 - Administration, Teachers, support staff, clinical staff, security

Strategy 4

Fund Compliance

ESSA Program

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.

Smyth Students will be administering the NWEA Assessment. NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency and provide insights to help tailor instruction. The test will be administered three times per school year: the beginning of the school year September-October (BOY), the middle of the school year December-January (MOY), and the end of the school year May-June (EOY).

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

Students at Smyth will engage in after school enrichment in the areas of reading and math, Saturday Enrichment focusing on reading stamina, teachers will engage students in small group instruction and develop individualized learning plans with students, and students and teachers will create learning goals for academic achievement.

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.

Smyth teachers will implement the International Baccalaureate Program. For grades Pre-K through 5th, students will participate in the Primary Years Program (PYP), PYP curriculum framework is uniquely adaptable to state and national standards. Guided by six transdisciplinary themes of global significance, students deepen their learning by developing their conceptual understandings; strengthening their knowledge and skills across and beyond subject areas. In Grades 6th-8th students will participate in the Middle Years Program (MYP), The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the programme. In the final two years of the programme, carefully-defined subject group flexibility allows students to meet local requirements and personal learning goals.

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).

Teachers at Smyth will use the NWEA assessment data, attendance data and On-Track Data to differentiate instruction and pinpoint individual student needs. Students will engage in small group instruction and individualized learning plans to meet academic and social emotional needs.

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

Smyth is committed to attracting high-quality and highly-qualified teachers by doing the following: Building an Equitable Hiring Process Proactively, Building a Hiring Team, Selecting the Most Important Competencies, Designing an Interview Process Measuring Competencies, Creating a Hiring Timeline, Evaluate the Data with Your Hiring Team, and making a selection. In addition, collaborating with external stakeholders and Opportunity School in soliciting future applicants.

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.

Smyth teachers and Educational Support Staff will participate in on-going district-wide professional development (PD), weekly grade-level meetings and peer collaboration. PD elements will include:

Active learning: Hands-on and interactive trainings provide teachers with opportunities to directly engage in the types of learning activities they would be implementing in their classrooms. Active learning helps keep teachers engaged and allows for greater discernment and understanding of potential drawbacks and benefits.

Skill development: Define the skills and knowledge necessary to understand any new teaching strategies or technology, and properly apply that knowledge within a classroom.

Collaboration: Teachers should be able to exchange ideas and address barriers and challenges they encounter in their classroom. These opportunities create spaces for teachers to collaborate on problem-solving by allowing them to share individual and collective knowledge among themselves.

Content-focused: Content-focused professional development is training that provides concrete solutions and information about specific teaching strategies, tools, or resources. Examples of content-focused professional development include: discussing a specific software program or mathematical technique, and training teachers on the most effective methods of instruction around these topics.

Support and coaching: Involves direct communication with teachers about their individual support needs and sharing information to address teachers' unique concerns.

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

Strategies to increase parent involvement include:
Host events and activities that bring parents and families into the school.
Communicate with parents frequently, using a variety of methods.
Create a warm, respectful, and welcoming school environment.
Be flexible in accommodating parents and families.
Provide a variety of resources for parents.
Support parents in helping their children at home.

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.

Smyth will continue to offer Step Up To Kindergarten, a condensed summer preschool program that is specifically for students who have registered for kindergarten. Student that attended Smyth Pre-Kindergarten will take a kindergarten readiness assessment and that data will be shared with the kindergarten teachers. In addition, Pre-K and Kindergarten teachers collaborate to ensure students transitions are successful.

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.

Smyth Teachers are provided with informational sessions for all academic assessments and as a school we vote on which assessments will be used to improve the achievement of individual students and the overall instructional program.

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.

Teachers at Smyth will use the NWEA assessment data, attendance data and On-Track Data to differentiate instruction and pinpoint individual student needs. Students will engage in small group instruction, after school enrichment and individualized learning plans to meet academic needs.

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.

Smyth staff will continue to comply with all federal, state and local services and programs by remaining informed and committed to all federal, state and local guidelines and coordinate and integrate the services and programs within the Smyth Calendar to provide additional interventions and resources for specific demographics.

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.

Smyth administration will host two (2) meetings per school quarter for the purpose of soliciting parent and family engagement to develop, review, and revise the ESSA, Title I School Parental and Family Plan and Policy, and the school improvement plan.

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

describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The annual Title I and Organizational Meeting will be held on September 25, 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.

Smyth shall appoint a staff representative whose responsibilities are to include interaction with parents regarding concerns and suggestions, as well as insurance of appropriate parent participation in regards to decisions that impact the educational platform of their child. This representative will also delineate parent concerns and suggestions to administration, so that items may be raised and resolved in an appropriate forum with all stakeholders' input. In that regard the representative shall act as a liaison and facilitator in the process.

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.

Smyth shall comprise a packet for each individual student which contains the student's performance information on state assessments in Math, Language Arts, and Reading. This packet shall be available to parents no later than the last day of the school year.

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

Smyth Administration shall closely monitor the qualification and credentials of teachers with regards to "highly qualified" as defined in the Title I Final Regulations. When a teacher is identified as not "highly qualified" and children have been assigned to that teacher for teaching and learning for at least four consecutive weeks, administration shall disseminate that information in letter format to parents informing them of the not "highly qualified" status of their children's teacher. Parents will also be given opportunities to comment and respond to this information by contacting the school and making it known that they wish to do so.

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.

Smyth Administration shall provide a forum for presentation and discussion of the information in the Title I packet which includes academic content standards, state's student academic achievement standards, and state and local academic assessments including alternate assessments, Title I Part A requirements and how to work with educators and monitor child's progress. This forum shall include but not be limited to NCLB Title I meetings PAC and LSC Meetings, as well as parent/teacher conferences.

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.

Smyth Administration shall provide a forum to provide information, resources, materials, and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement and to encourage increased parental involvement. The form shall include but not be limited to NCLB Title I meetings, PAC and LSC meetings, as well as parent/teacher conferences.

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.

Smyth Administration shall 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 during teacher staff meetings, career service staff meetings, Non-academic staff meetings, workshops, and seminars.

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.

Smyth Administration will coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, and other programs to encourage and support parents in participation in their children's education through collaboration and coordination with Fiske teachers and support staff who participate in these programs to determine appropriate scheduling and forums for such parent participation.

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.

Smyth Administration shall disseminate information regarding parent programs, meetings, and other activities in hard copy report format at intervals that immediately follow said meetings and activities via school bulletin boards and informational kiosks.

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, addressed through the intellectual rigor and high standards of the International Baccalaureate Programme, is to establish a school climate that embraces the individual potential of our students and teaches them to think critically and analytically, work independently and relate their classroom experiences to the realities of the world outside focusing on social justice with self-reflection, empathy, and respect for others-other students, their parents, their community, and their world.

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.

Q1 on Wednesday, November 18, 2020
Q3 on Wednesday, April 21, 2021

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

Smyth will provide parents with progress reports every five (5) weeks; subsequently, a report card for each quarter for a total of four (4). Smyth has developed a website which links parents to student work, educational activities, and websites.

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

Parents are encouraged to attend all report card pickup dates. In addition, teacher's email addresses are visible via the school's website and will be highlighted for immediate contact. In turn, Smyth participates in report card pick-up for the the second marking period to provide teachers another chance to talk to parents about student grades and behavior.

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 volunteer in classrooms when they have undergone a successful background check with CPS. Also, parents will be directed to the Parent Advocate to facilitate the process and communicate results of the process. Lastly, teachers will complete a "volunteer log" that outlines the methods parents can assist to allow parent support, in a timely and structured manner.

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

At school events parents will be surveyed on their interaction with Parent Portal. In turn, Smyth will assist parents with accessing and navigating the portal. Moreover, all students will be reminded or provided with log-in credentials to support student agency. Also, automated calls will alert parents to student absences; in addition, calls will be made by the school clerk alerting families of arrivals after 10:00am. Thus, Administrators organize Parent Portal sign-up and My Voice and My School participation booths near the entrance of the building on every family activity night, and report card pick-up days to give parents a chance to participate on a meaningful level on the direction of the school.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Administration shall provide a forum for presentation and discussion of the information in the Title I packet which includes academic content standards, state's student academic achievement standards, and state and local academic assessments including alternate assessments, Title I Part A requirements and how to work with educators and monitor child's progress. This forum shall include but not be limited to NCLB Title I meetings PAC and LSC Meetings, as well as parent/teacher conferences.

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 voice will be represented within Smyth via climate and culture teams: Attendance, School Spirit, and Academic where they will be solicited to provide methods of communicating and impacting school metrics: attendance, MTSS/SEL, and instruction by way of surveys and forums.

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.

Built strong relationships with school stakeholders, community partners and external partners SY 20/22...TOPICS AND TIMELINE FORTH COMING

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.	\$706.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
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)	\$1000.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$1000.00
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 be used only by parents.	\$0.00