

James Shields Middle School 2020-2022 plan summary

Team

Name	Role	Email	Access
Debra Fritz-Fanning	Principal	dafritz-fanning@cps.edu	No Access
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Michelle Marose	Counselor/LSC	mmmarose@cps.edu	Has access
Victoria Ferro	5th grade Teacher/LSC	vaferro@cps.edu	No Access
Liam Nuno	Art Teacher	flnuno@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/28/2020	CIWP TEAM	Organizing and setting dates
02/07/2020	Meet to collect data	Data Collection - SEF
02/10/2020	CIWP Team meets to score SEF	Score SEF
02/18/2020	Team	Identify Areas of Critical Need
02/20/2020	Whole Staff - Engage in learning new CIWP and provide feedback	Get Feedback fro
02/25/2020	Team	Analyze feedback from staff

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
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Team meeting agendas, Weekly Bulletins, We use a priority tri- diagram to explain and communicate the priorities to the parents, teachers and community. Common understanding school wide of mission statement and instructional priorities (teacher, students, parents, community partners) Mission statement displayed school wide, addressed at every meeting, morning announcements. Parents and community meetings are aware of the shared vision. Instructional priorities are directly aligned to mission statement. Mission statement/instructional priorities used to purpose meetings with staff, students, and community. Vertical teams (math, ELA, SS, Science) have visions that are aligned to the mission statement. BHT and CCLT
- 3 - Structure for Continuous Improvement
 - 2 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
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** We use a priority tri- diagram to explain and communicate the priorities to the parents, teachers and community. Common understanding school wide of mission statement and instructional priorities (teacher, students, parents, community partners) Mission statement displayed school wide, addressed at every meeting, morning announcements. Parents and community meetings are aware of the shared vision. Instructional priorities are directly aligned to mission statement. Mission statement/instructional priorities used to purpose meetings with staff, students, and community. Vertical teams (math, ELA, SS, Science) have visions that are aligned to the mission statement. BHT and CCLT

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
 - 4 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:** UbD Stage 1 - Enduring Understandings and Essential Questions QFT strategy- Students create essential questions/inquiry Pearson curriculums Amplify curriculum Unit Plans folder - SMS Planning
- 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
 - 1 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 1 Provide students frequent, informative feedback
 - 3 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
 - 3 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:** SMART Goals Social Contract Trackers Individual Conferences based on Weekly Off Track Report Daily Learning Targets UbD unit plans Lesson planning with modifications and accommodations Implementing mods/accoms based on student IEP Teacher created tasks and assessments using varying levels of DOK CFUs Circle of Power and Respect (CPR) Attendance Team Student Feedback forms/exit slips Students of the Month EL tracker

- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 1 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
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** CFU's Vertical Goals 18-19 If we design exemplars to meet the demands (level and rigor) of standards, then we can analyze student work against those exemplars to identify gaps and plan for student re-engagement. 19-20 If we identify student learning gaps against teacher exemplars and plan for student reteach, then we can implement individualized supports to raise student proficiency levels.
- 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)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** We have a few teachers that support with MTSS tier 3 support. We have several new technology programs that we are using to support MTSS and data collection.
- 3 - Transitions, College & Career Access, & Persistence

- 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
- 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 2 READINESS ? Ensure equitable access to college preparatory curriculum
- 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence:** English learners are monitored to ensure they are keeping up academically EL students who have transitioned are monitored 4th Graders from Elementary visit SMS to help transition High School Fair for all 8th graders Freshmen connection for students attending Kelly High School Counselor meets with 8th grade students to discuss their High School options (selective enrollment, charter, or neighborhood school) GO CPS Naviance Advisory- College research EL Tracker

Quality and Character of School Life

- 3 - Relational Trust
 - 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)
 - 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:** Developmental Designs: CPR Behavior Matrix Social Emotional Learning Student Voice Committee Student Council Student of the Month nominations Athletic Coaching Restorative Practices Behavior Plan Highlight a Student/Staff member Announcement Climate and Culture Team Pathways for Success Check In Check Out - Do we still have this? BPNC Gads Hill Big Brothers Big Sisters BAM WIRCC Hour - Restorative Conversations De-Escalation
- 1 - Student Voice, Engagement, and Civic Life
 - 1 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 1 Engage in discussions about current and controversial issues
 - 1 Explore their identities and beliefs (REQUIRED: OSEL)
 - 1 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 1 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** 7th Grade Curriculum Student Council SMS Unit Planning
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- **Evidence:** Student Support Plan aligned to CPS Student Rights and Responsibilities Grade Level Behavior Plans Social Contract Transition Procedures in place Arrival and Dismissal Procedures in place Lunchroom Procedures Urban Initiatives Parent Patrol/Safe Passage Climate and Culture Team Attendance Team Student of the Month Behavior Health Team Behavior Response Team Behavior Matrix Climate and Culture Team WIRCC Reflection Restorative Conversations Behavior Health Team Professional Development: Trauma & Restorative Restorative Conversations Youth Interventionist WIRCC Hour Climate & Culture Leadership Team
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Behavior Matrix Climate and Culture Team WIRCC Reflection Restorative Conversations Behavior Health Team Professional Development: Trauma & Restorative Restorative Conversations Youth Interventionist WIRCC Hour Climate & Culture Leadership Team
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Parent patrol is comprised of parents and community members Parents volunteer at dance and other school events Security and Office personnel is welcoming to families and community members Open Houses AVID Night STEM Night High School Fair Urban Gateways Performances PAC/BAC/BPNC/LSC Parent Mentors Parent Teacher Conferences Monday Morning Parent Meeting Parent Holiday Celebration School Calendar Robo Calls Letter Communications CAPS Meetings Zumba Parent Art Classes Parent Technology Cart Twitter Account SMS Website Translators in the building listed in office All communications going out are sent in Spanish PAC/BAC/BPNC Workshops Monday Parent Meeting LSC Meeting Parent/Teacher Conferences Parents can call, email, or write to both

teachers and administration about any concerns Parent Portal to message
teachers SMS website to send messages

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	1
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
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: 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: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	2
4	Quality and Character of School Life: Family & Community Engagement	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	Unit Plans reflect teacher-led, whole group instruction with limited differentiation for students with IEPs and ELs (Instruction 22,23,28)
Root Cause 1	We have not thought about narrowing the focus of the district to our specific school needs with our majority EL population.
Area of Critical Need 1	The discipline system at SMS relies of incident-tracking, rewards, and consequences.
Root Cause 2	Staff needs time to do research and apply what other approaches are available and effective
Area of Critical Need 3	Students at SMS have limited opportunities to research, problem-solve, and advocate for solutions within their communities.
Root Cause 3	Teachers and school administration need opportunities to regularly engage in discussion and deliberation of difficult or controversial topics that impact students, their families and the school community. (75 D) We've been more focused on just getting through things and getting it done. Compliance-based. Busy, busy, busy.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS We are focusing on instruction of our EL students.	EL		25.00	27.00
Vision: NWEA Growth G3-8 (Reading) We are focusing on instruction of our DL and EL students	EL		57.00	59.00
	Students with IEPs		70.00	70.00

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 are focusing on instruction of our DL and EL students				
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

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

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	If staff members at SMS regularly engage in discussions and deliberation of difficult or controversial topics four times during the school year
Then we see...	then we see staff becoming more comfortable on how to prepare, plan and engage in these discussions with students
which leads to...	which leads to students increase in civic engagement.
Budget Description	

Tags	Student Voice, Engagement, and Civic Life, Equity: Liberatory Thinking, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> (Not started) Identify student leadership groups in the school - student council, student voice. Define the role of each of these groups and determine the adult leadership. Tags:SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Student Voice (Not started) Schedule 4 staff PD sessions to explore issues of equity Tags:Equity: Liberatory Thinking, SSCE: Engaging in Difficult or Controversial Discussions (Not started) Decide the starting point by exploring possible discussion topics using resources from community partners and/or CPS department of equity. Tags:Equity: Liberatory Thinking, SSCE: Engaging in Difficult or Controversial Discussions (Not started) Identify and explore topics for discussions with students. Tags:Student Voice, Engagement, and Civic Life (Not started) Plan the communication - what does this look like to staff, families, and students Tags:

Strategy 2

If we do...	If we narrow SMS professional development and planning to focus on EL's and students with IEPs
Then we see...	then we see teachers develop a common language and understanding of how to meet the needs of ELs and DLs
which leads to...	which leads to unit plans that reflect small group or individualized instruction and increased growth on ACCESS and NWEA.
Budget Description	
Tags	Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OLCE

Action steps	<ul style="list-style-type: none"> • (Not started) Create and/or identify the team that will drive the professional development <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Prioritize PD for EL/DL strategies by identifying dates in the school calendar for EL/DL PD <p>Tags:ODLSS: Instructional Quality, OLCE</p> <ul style="list-style-type: none"> • (Not started) Identify strategies specific to EL/DL students that we will teach during PD. <p>Tags:ODLSS: Instructional Quality, OLCE</p> <ul style="list-style-type: none"> • (Not started) Give teachers time to update unit plans to reflect the use of these strategies for specific groups of EL and DL students. <p>Tags:ODLSS: Instructional Quality, OLCE</p> <ul style="list-style-type: none"> • (Not started) Implement strategies as stated in the unit plan. <p>Tags:ODLSS: Instructional Quality, OLCE</p>
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Strategy 3

If we do...	If we identify a team of teachers to engage in a cycle of continuous improvement around restorative-based approaches to discipline and social and emotional classroom practices
Then we see...	then we see a shift in the strategies being used to address student behaviors to a more restorative, supportive, and equitable approach
which leads to...	which leads to a shift in classroom culture and a reduction of classroom-managed behavior incidents as currently measured in each grade levels' behavior log.
Budget Description	
Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment
Action steps	<ul style="list-style-type: none"> • (Not started) Using behavior log data identify common trends in each grade level and reteach skills in that area. For example - appropriate use of language - Using the newly researched strategies. <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p>

	<ul style="list-style-type: none"> • (Not started) Revisit and review the Student Support Plan and menu of interventions. Use data to determine if interventions - WIRRC Hour, reteach, lead to reduction in student classroom incidents. <p>Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> • (Not started) Encourage staff to attend Developmental Design training in August of 2020 and apply DD strategies. <p>Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> • (Not started) Identify a team of teachers who are both classroom teachers and willing to implement new ways of addressing student behaviors in the classroom. Restructure our CCLT. <p>Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Revisit the behavior logs, be more consistent across the grade levels. For example issues that 5th grade focuses on become less of a focus as students get older. <p>Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p>
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Action Plan

Strategy 1

Identify student leadership groups in the school - student council, student voice. Define the role of each of these groups and determine the adult leadership.

Jul 01, 2021 to Dec 03, 2021 - Admin, Staff Leadership

Schedule 4 staff PD sessions to explore issues of equity

Jul 01, 2020 to Jul 01, 2021 - Admin, Staff Leadership

Decide the starting point by exploring possible discussion topics using resources from community partners and/or CPS department of equity.

Aug 03, 2020 to Jun 11, 2021 - Admin, Staff leadership

Identify and explore topics for discussions with students.

Jul 01, 2021 to Jun 10, 2022 - Admin, Staff leadership

Plan the communication - what does this look like to staff, families, and students

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Strategy 2

Create and/or identify the team that will drive the professional development

Jul 01, 2020 to Oct 30, 2020 - Admin Team, New ILT/CCLT combo

Prioritize PD for EL/DL strategies by identifying dates in the school calendar for EL/DL PD

Jul 01, 2020 to Dec 18, 2020 - Team and ELPT

Identify strategies specific to EL/DL students that we will teach during PD.

Sep 01, 2020 to Jul 01, 2021 - Team and ELPT

Give teachers time to update unit plans to reflect the use of these strategies for specific groups of EL and DL students.

Jan 01, 2021 to Jun 30, 2021 - Team and ELPT

Implement strategies as stated in the unit plan.

Aug 01, 2021 to Jun 01, 2022 - Team and ELPT

Strategy 3

Using behavior log data identify common trends in each grade level and reteach skills in that area. For example - appropriate use of language - Using the newly researched strategies.

Sep 01, 2020 to Jan 01, 2021 - New Team that is ILT/CCLT hybrid

Revisit and review the Student Support Plan and menu of interventions. Use data to determine if interventions - WIRRC Hour, reteach, lead to reduction in student classroom incidents.

Jul 01, 2020 to Jan 01, 2021 - New Team, BHT, All staff

Encourage staff to attend Developmental Design training in August of 2020 and apply DD strategies.

Aug 01, 2020 to Aug 31, 2020 - Teachers

Identify a team of teachers who are both classroom teachers and willing to implement new ways of addressing student behaviors in the classroom. Restructure our CCLT.

Jul 01, 2020 to Aug 28, 2020 - New Team

Revisit the behavior logs, be more consistent across the grade levels. For example issues that 5th grade focuses on become less of a focus as students get older.

Sep 01, 2020 to Jun 25, 2021 - New Team

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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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.

Each year the SMS admin team reviews NWEA, IAR, 5 essentials, and other school data to review our CIWP priorities and update the next steps.

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

Recently we have updated curricular materials in reading and science. In addition we have added technology at all grade levels and new programs to address gaps in student learning. This year teachers engaged in PD on the new curriculum and technological platforms and have implemented the curriculum. We have an ILT and vertical team that drive the instructional work at SMS.

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.

Recently we have updated curricular materials in reading and science. In addition we have added technology at all grade levels and new programs to address gaps in student learning. This year teachers engaged in PD on the new curriculum and technological platforms and have implemented the curriculum. We have an ILT and vertical team that drive the instructional work at SMS. We are currently researching additional practices and strategies to support our EL and DL students. In addition, we have a summer program that focuses on our DL students. We have an afterschool program that supports our EL students.

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).

Recently we have updated curricular materials in reading and science. In addition we have added technology at all grade levels and new programs to address gaps in student learning. This year teachers engaged in PD on the new curriculum and technological platforms and have implemented the curriculum. We have several community partnerships that support our work with students including BPNC, Gads Hill, BAM, Urban Initiatives, Big Brothers Big Sisters and Mikva challenge. They support with counseling, mentoring, and youth leadership. We also have a school based AVID program.

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

We have very little teacher turn over at SMS. The majority of our teachers have been here since the beginning of their teaching careers. Many of our newly hired staff members attended Shields or live in the neighborhood.

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.

We engage regularly in PD. PD includes developmental designs strategies, unit planning using UbD, looking at student work in vertical data meetings, analyzing student misconceptions, and planning reteach strategies.

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

We have an amazing and fully up to date website. We have regular PAC, BAC, and LSC meetings. We call parents to attend the PAC meetings and have started to celebrate students during the meetings to encourage more parent participation.

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.

We do not have a pre-school program.

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.

We follow the union assessment voting policy and procedures.

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.

we have an MTSS program and teachers refer students who need more support to the program. Teachers support MTSS before, during and after school.

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.

We have parent programs hosted by the school and in conjunction with community partners like BPNC and Gads Hill. These programs address nutrition, violence prevention and provide adult education.

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.

This is accomplished through in-person and virtual meetings. We hold the title 1 meeting each year in September. The upcoming meeting is planned for September 22, 2020.

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 projected date is September 22, 2020. We notify parents through the website, robocalls, monthly calendar and individual calls home.

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.

The administration meets with parents every Monday morning to check-in and address any immediate concerns. The PAC and BAC meetings are held monthly.

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.

We provide progress reports every 5 weeks and report cards every 10 weeks following the district schedule and guidelines.

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.

We communicate with parents anytime there is a staffing change through our newsletters and letters to the impacted students. We follow the district guidelines.

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.

This occurs throughout the year during PAC meetings. In addition, we meet individual with parents as requested and teachers meet with parents on a regular basis.

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.

We meet monthly with parents to provide PD that includes literacy and technology training.

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.

Our school works in very close collaboration with our families during PAC, BAC, LSC meetings, STEM events, AVID events, and parent events.

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.

We do not have a preschool program.

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

Monthly newsletters, School website, ASPEN blasts, and robocalls. All communications are in Spanish and English.

Policy Implementation Activities

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

<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>

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

<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.)

Recently we have updated curricular materials in reading and science. In addition we have added technology at all grade levels and new programs to address gaps in student learning. This year teachers engaged in PD on the new curriculum and technological platforms and have implemented the curriculum. We have an ILT and vertical team that drive the instructional work at SMS.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences are scheduled to be held on November 18, 2020, and April 21, 2021. These conferences are held in person and parents have an opportunity to meet with individual teachers.

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

Progress report dates are October 9, 2020, December 18, 2020, March 12, 2021, and May 21, 2021. These are distributed in person to students or by mail.

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

Parents can reach out to teachers via e-mail. Parents can schedule conferences with teachers.

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 complete the volunteer forms in the office. We have parent mentors and parent volunteers that support school events.

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

The student handbook is in English and Spanish and provides information on how parents can support their children. They can support by reviewing the planner, reading with the student, and checking homework.

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

Parents can reach out to teachers via e-mail. Parents can schedule conferences with teachers. Parents can schedule meetings with administration through the main office.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students are expected to have excellent attendance and participate in our school community. Students have opportunities to set goals and progress monitor to the goals.

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 PAC budget focuses on parents supporting students in education. Supplies include school supplies and literacy materials to support student learning.

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

Account(s)

Description

Allocation

51130, 52130	<p>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.</p>	\$0.00
53405	<p>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.</p>	\$1129.00
53205	<p>Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	\$1129.00
54125	<p>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)</p>	\$0.00
54505	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	\$1129.00
54205	<p>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.</p>	\$0.00
54565	<p>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.</p>	\$1129.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>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.</p>	\$0.00