

# Beulah Shoemith Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
Sabrina Gates	Principal	slgates@cps.edu	Has access
Ashley Keine	Assistant Principal	ankeine1@cps.edu	Has access
Lakisha Pittman	Parent, LSC Chair	lakisha.pittman@gmail.com	Has access
Hannah Haller	Counselor, LSC	hemckenney@cps.edu	No Access
Erika Goldsborough	Teacher, ILT	elgoldsborough@cps.edu	No Access
Rhonda Willis	ESP, LSC	rywillis@cps.edu	No Access
Ashley Hobson	Teacher, LSC	alhobson@cps.edu	No Access
Bianca McCree	Teacher, ILT	bmccree@cps.edu	No Access
Jeanette English	Teacher, ILT	jebernard1@cps.edu	No Access
Margaret Hoover	Teacher, ILT	mehoover@cps.edu	No Access
Kelly Lane	Teacher, IL	kclane@cps.edu	No Access
Rozell Hodges	Teacher	rnhodges@cps.edu	No Access
Emma Lehner	Teacher	eklehner@cps.edu	No Access

## Team Meetings

Date	Participants	Topic
01/31/2020	Shoemith Staff	CIWP Overview, Team Selection
02/05/2020	Shoemith Staff	SEF
01/22/2020	Shoemith LSC	CIWP Overview

## 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

- 2 - 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)
  - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 2 Employ the skills to effectively manage change
  - 2 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** MSMV rating is partially organized which is a decrease from well organized for the past 4 years. Staff expected to update websites to reflect instructional goals, class assignments and projects, and school events. \*Students provided with daily planners and expected to update daily. \*Hosts Coffee and ....events monthly to keep parents abreast of school vision and events.
- 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
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 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:** Staff expected to update websites to reflect instructional goals, class assignments and projects, and school events. \*Students provided with daily

planners and expected to update daily. \*Hosts Coffee and ....events monthly to keep parents abreast of school vision and events.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Curriculum: Teacher created curriculum aligned to CCSS; units with real life application for example service learning projects; yearlong pacing guides; curriculum is mapped out for the year; weekly lesson plans align to curriculum maps. Focusing lesson planning to differentiate for learners of all levels. Designated time for vertical planning among teachers to ensure cohesive units across grade levels.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 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:** Instruction: 1) Differentiated instruction provided in RIT Math block (based on NWEA data); 2) Targeted Instructional Area (T.I.A) focuses on critical thinking and the powerful practices identified are: utilize Thinking Maps in all content areas and use critical thinking ladder to create questions and tasks to promote higher level thinking; 3) teachers plan integrated units within grade levels; 4) MSMV results indicated a neutral response in the area of English instruction (students indicated the need for more opportunities to debate the meaning of a text, re-write and improve writing); teachers anticipate student misunderstandings in lesson planning; student talk is a key element in classroom (student to student and teacher to student); vocabulary instruction is embedded in weekly LPs; all students use Claim, Evidence, Reasoning (audience, counterargument--grades 5 and 6); planning for English language and diverse learners in LPs (differentiation); formative and summative assessments are used
- 2 - Balanced Assessment and Grading

- 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 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:** Balanced Assessment & Grading: Grading protocols established; regular gradebook checks; parent meetings for "Off Track" students; analyze student work samples, classroom assessments, and standardized test data during each grade level team meeting cycle; all units have formative and summative assessments.
- 2 - MTSS
  - 3 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)
  - 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)
  - 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)
  - 3 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)
- 3 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)
- 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)
- 3 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)
- 3 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:** Multi-Tiered System of Support: Established MTSS team and they hold meetings twice a month; referral process in place; actionable plans develop from MTSS meetings; current "On Track" metric is below 75%.
- 3 - Transitions, College & Career Access, & Persistence

- 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS ? Ensure equitable access to college preparatory curriculum
- 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence:** Transitions, College & Career Access & Persistence: College and Career week held, with a day devoted to professionals presenting about their career 5th and 6th grade parent night with the focus on discussing middle school options, classes that do college tours. School counselor engages students in college and career activities whole class. Focus on executive functioning skills, college pennants displayed outside of classroom doors and in the hallways to encourage college awareness.

## 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)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Relational Trust: Trust between S and T, respectful interactions between S-T, T extend personal time and resources to assist S, T know S as individuals, H.U.G. (Hello, Update, Goodbye) is an established check in/check out program; staff utilizes restorative discipline practices to engage students in reflection about their behavior and to teach replacement behaviors; MSMV results; teacher-teacher trust "very high", parent-teacher trust "strong"; teachers stay after-school to provide tutoring for students across grade levels; the number of sports programs has declined MSMV survey results Interactions with diverse learners needs improvement "those kids" Bridging gap between K-3 and 4-6 teachers
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 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)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Student Voice, Engagement, & Civic Life: Increase in variety of after-school programs offered increase in variety for K-2 needed teachers are expected create service learning opportunities connected to at least 1 unit per year increased focus on AAI and growth mindset this year Girls and boys

mentoring increased Older students interacting with younger students in ELA and math increased (book and math buddies)

- 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)
  - 2 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:** Safety & Order: S are overall aware of expectations and follow them SEL focus this year (students and parents) additional training for Second Step extra supports are available Utilize Student Logger to record student behavior, parent contact and interventions school-wide; number of misconducts have decreased over the years (from 10.5% to 2%); CHAMPS and PBS are used school-wide; heavy emphasis on utilizing restorative practices
- 2 - 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)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Restorative Approaches to Discipline: More people present in building to pull out groups and support SEL teachers revisit. refer back to expectations previously taught documentation of interventions has improved (student logger) heavy emphasis on utilizing restorative practices this year; utilize Think Sheet as a tool for students to reflect on their actions/behaviors; utilize Second Step curriculum weekly at all grade levels; CHAMPS and PBS school-wide; teachers partner together for time out spaces for students; teachers are expected to integrate ISBE SEL standards into core content lesson planning. held parent workshops several times this year focused on Second Step, Positive Discipline etc low suspension rates counselor held "support" groups throughout the year for grade level teams struggling with restorative approaches to discipline Consistency needed with CHAMPS, Second Step and positive behavior reinforcements
- 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)
- 2 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:** Family and Community Engagement: Active parent organizations (PTO, LSC, PAC) PAC focused on SEL this year (family events focused on SEL) BAC needed as our ELL population increases Monthly calendar and newsletter for families is distributed; utilize Blackboard regularly to communicate with parents about events, deadlines, meetings; school website is used to communicate school events, link parents to individual classroom web pages, provide resources, and showcase school events and achievements Notice decrease in report card pick up, parent portal usage, attendance at academic focused events PAC and PTO are inactive this year

## 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: MTSS	2
2	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	3
3	Quality and Character of School Life: Relational Trust	0



# Goals

## Areas of critical need and root cause analysis

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

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

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math) attainment percentile in grade 2 for math decreased from (EOY 17-18) to (EOY 18-19)	Overall		56.30	60.00
Vision: NWEA Attainment G2 (Reading) attainment percentile in grade 2 for reading was below 50% (EOY 18-19) and has fluctuated for the past 2-3 years.	Overall		47.00	51.00
Vision: Attendance Rate We've seen a decline in YTD attendance for the past two years (below 95%). We've seen a difference in the attendance rates of students new to Shoemith versus stable students, as well as, the difference in attendance rates of STLS, DLs and African-American females.	Students with IEPs		95.00	95.50
	African American Female		95.30	95.70
SQRP: National School Growth Percentile - Math (Grades 3-8) Grades 3-6 Math growth percentile decreased EOY 18-19	Overall		50.00	57.00
	Overall		77.00	82.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8)  Grades 3-6 Reading growth percentile decreased EOY 18-19				

### 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

## Strategies

### Strategy 1

If we do...	Develop and implement collaborative cycles focused on raising the level of rigor in all classrooms
Then we see...	Collaborative cycles (year long) focused on rigorous tasks, increased student to student discourse, increased teacher collaboration within and across grade bands(planning, peer observations and debrief, action planning, analysis of student work)
which leads to...	More robust unit plans (increase in rubric scoring) inclusive of student to student discourse, differentiated tasks for students, increased REACH ratings (domain 3) and reflection on practice (domain 4), improved score (green) on MSMV teacher collaboration section, improved quality of student work, improved ratings on self evaluations and rubrics, increased student ownership
Budget Description	fund 115 (extended day and substitutes)

Tags	Instruction, Assessment: Monitoring Student Learning to Support Growth, Equity: Liberatory Thinking, OSEL: SEL Instruction
Action steps	<ul style="list-style-type: none"> <li>• (Completed) Create planning schedule for teachers within grade bands to begin meeting to review standards, crosswalk and create the protocols, common language, expectations for student to student discourse  Tags:Structure for Continuous Improvement, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Postponed) Provide PD in August focused on student to student discourse and create a vertical scope and sequence for student to student discourse opportunities in classrooms  Tags:Curriculum, Instruction</li> <li>• (Completed) Secure substitutes to cover classrooms during planning sessions  Tags:Structure for Continuous Improvement</li> <li>• (Behind) Teachers will develop lessons collaboratively within grade bands and content areas  Tags:Curriculum, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Determine protocols for analyzing teacher lesson plans  Tags:Structure for Continuous Improvement</li> <li>• (Not started) Schedule collaborative cycle (planning, peer observations and debrief )following the same cycle as current BMLT  Tags:Structure for Continuous Improvement</li> <li>• (Not started) Create templates for students to self evaluate and determine areas of strength, improvement and need (S.I.Ns)  Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</li> <li>• (Postponed) develop protocols and expectations for student to student discourse as a tool for improvement in all content areas  Tags:Structure for Continuous Improvement</li> <li>• (On-Track) At least once per month in GLTMs, staff analyzes lesson and/or unit plans looking for evidence of rigorous student to student discourse</li> </ul>

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>(On-Track) Select professional readings focused on student discourse</li> </ul> <p>Tags:Curriculum, Instruction, Teacher Leader Development &amp; Innovation: Teacher Teams</p>
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**Strategy 2**

If we do...	Differentiate independent tasks that students engage in during independent and partner work time
Then we see...	Differentiated learning menus/playbooks; students completing leveled and/or tiered tasks independently while teacher works with small groups of students; and students completing self-assessments, writing tasks that demonstrate deeper critical and organized thinking
which leads to...	Increase in growth percentiles (Math: +7 per year, Reading +3 per year) on EOY NWEA , catch up growth goal (Math 54.3 to 60, Reading: 43.5 to 51) in attainment, improved writing based on teacher-created rubrics,
Budget Description	Use fund 332 to renew digital curriculum to support OST grant funds for academic enrichment for identified sub groups
Tags	Instruction, Equity: Resource Equity, MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> <li>(Completed) Contact NSP to recruit more tutors for next school year (small groups) Tags:FACE2: Community Partnerships</li> <li>(Postponed) Contact and meet with St. Paul and the Redeemer to increase tutor recruitment (one on one) Tags:FACE2: Community Partnerships</li> <li>(Completed) Contact local universities to partner to increase the number of students needing contact, observational and student teaching hours placed at Shoesmith (small group and manage work stations) Tags:FACE2: Community Partnerships</li> <li>(On-Track) Admin snapshots focused on differentiated tasks Tags:Curriculum, Instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Examining student tasks for evidence of differentiation during grade level team meetings (Monthly)</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>• (Not started) Provide PD in August focused on rigor and differentiation</li> </ul> <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> <li>• (Not started) Require learning menus/playbooks in grades 2-6 for reading and math</li> </ul> <p>Tags:Curriculum, Instruction, CIDL: Digital Learning</p> <ul style="list-style-type: none"> <li>• (Not started) Create a PLC for new teachers focused on using learning menus as tools to increase rigor and differentiation in all content areas</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: New Teachers</p> <ul style="list-style-type: none"> <li>• (Not started) LASW samples using protocol during GLTMs monthly</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p>
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**Strategy 3**

If we do...	Increase the fidelity and progress monitoring of Tier 2 assessments and interventions (academic and behavior)
Then we see...	1) early identification of students who need Tier 2 supports 2) interventions utilized for students who need Tier 2 supports 3) differentiated academic and behavioral supports for students who needs Tier 2 supports in all classrooms
which leads to...	1) improved attainment percentiles on NWEA for grade 2 students in reading and math @EOY; 2) increased student growth percentiles on NWEA (math and reading) @ EOY; 3) decrease in number of student discipline referrals that fall into groups 1 and 2 entered into Student Logger; 4) increased progress monitoring; 5) Increased documentation of and fidelity to academic and behavioral interventions, 6) decrease in number of annual Special Education referrals
Budget Description	Use fund(s) 115 to purchase workbooks for intervention block and after-school program Fund 332 to purchase licenses for digital curriculum Use fund 115 to purchase PBS incentives Use fund 332 for parent workshops and subscriptions OST grant
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions

Action steps	<ul style="list-style-type: none"> <li>• (Not started) Identify students who need Tier 2 supports  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> <li>• (Not started) Create a progress monitoring calendar  Tags:Structure for Continuous Improvement</li> <li>• (Not started) Update menu of interventions  Tags:OSEL: Tier 2 and 3 Interventions</li> <li>• (Not started) Review menu of interventions with staff  Tags:Structure for Continuous Improvement</li> <li>• (Not started) Create an instructional calendar that designates monthly MTSS focus (GLTM)  Tags:Structure for Continuous Improvement</li> <li>• (Not started) Incorporate On Track data analysis into GLTMs (instructional calendar)  Tags:Structure for Continuous Improvement</li> <li>• (Not started) Implement the problem solving process with fidelity  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</li> <li>• (Not started) Select and share professional readings on the problem solving process with staff  Tags:MTSS: Problem Solving Process, Teacher Leader Development &amp; Innovation: Teacher Teams</li> <li>• (Not started) Create a PLC, specifically for new teachers, that develops understanding of MTSS  Tags:MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, Teacher Leader Development &amp; Innovation: New Teachers</li> </ul>
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**Strategy 4**

If we do...	Increase opportunities for student voice throughout the school year
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Then we see...	Surveys, learning menus, culturally relevant texts, real life problem solving, student led projects throughout the school year
which leads to...	More students engaged in student led activities --10% increase of "On Track" metrics by EOY; improved MSMV student survey results (green) in grades 4-6; improved attendance (identified sub groups DL and Af-Amer female students), decrease in the number of groups 1 and 2 behavior infractions
Budget Description	OST Grant for after-school programming Fund 115 literacy line for magazine subscription Fund 115 for in-school programming: 3-6 Band, K-3 Spanish, 2nd Grade Forward Momentum, 506 Poetry Center Fund 115 for attendance incentive supplies and events (i.e. Game Bus) Fund 115 for PBS incentives Fund 332 for instructional software (Flocabulary for civics units)
Tags	Curriculum, Student Voice, Engagement, and Civic Life, Equity: Resource Equity, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Plan to teach one semester of civics per school year (grades 5 and 6) Tags:Curriculum, Instruction, Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Create civic units aligned to the Illinois Social Science Standards (grades 5 and 6) Tags:Curriculum, Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Create scope and sequence for advisory periods (grades 3-6) Tags:Structure for Continuous Improvement, Curriculum, Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Survey students regarding attitudes and interests toward content at least three times per year Tags:Curriculum, Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Use existing systems (exit slips, parking lots, polls etc) to allow students opportunities to provide feedback on lessons, units Tags:Curriculum, Student Voice, Engagement, and Civic Life</li> <li>• (Postponed) Select Civics curriculum for grades 5 and 6 Tags:Curriculum, Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Schedule check ins during GLTMs focused on examining evidence of student lesson/unit feedback (LASW) Tags:Structure for Continuous Improvement</li> </ul>

	<ul style="list-style-type: none"> <li>(Not started) Utilize GLTMs for peers to review and critique LPs focused on student feedback/student voice</li> </ul> <p>Tags:Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(On-Track) Utilize the existing classroom magazine subscriptions (Scope, Scholastic News, Time for Kids, DynaMath) to engage students in discourse about current events (national and international)</li> </ul> <p>Tags:Curriculum, Instruction</p>
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**Strategy 5**

If we do...	increase opportunities to engage staff and students in school-wide/universal physical and emotional safety practices
Then we see...	staff using strategies learned in trauma-sensitive trainings, observe bully prevention lessons taught in all classrooms, students distinguishing between bullying situations and conflicts
which leads to...	improved MSMV survey results in the categories of Physical and Emotional Safety and Student Voice, Engagement, and Civic Life; improved results on internal school safety surveys; reduction in bullying allegations;
Budget Description	Fund 115 teacher and ESP extended day buckets for meetings School Climate Team meeting time Scheduled time to push into classrooms after survey window Time to create new student handbook and new student safety surveys
Tags	Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> <li>(Not started) Create student handbook</li> </ul> <p>Tags:Structure for Continuous Improvement, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>(Not started) Have one staff member from every grade level team attend a trauma-sensitive training</li> </ul> <p>Tags:OSEL: Supportive School Environment, Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(On-Track) Teach the Second Step Bully Prevention unit at every grade level</li> </ul> <p>Tags:OSEL: SEL Instruction, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>(Completed) Create a school climate team</li> </ul>



	<p>Tags: Student Voice, Engagement, and Civic Life, Teacher Leader Development &amp; Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> <li>(Not started) Create a digital school safety surveys for grade level bands (K-2, 3-6)</li> </ul> <p>Tags: OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>(Not started) Administer school safety surveys to students three times per year</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>(Not started) Admins push into classrooms after each survey window to discuss the trends in the survey results and engage students in discussion on how to make improvements</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment</p>
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# Action Plan

## Strategy 1

Completed Nov 18, 2020

Create planning schedule for teachers within grade bands to begin meeting to review standards, crosswalk and create the protocols, common language, expectations for student to student discourse

Jul 01, 2020 to Aug 07, 2020 - admin

Postponed Nov 18, 2020

Provide PD in August focused on student to student discourse and create a vertical scope and sequence for student to student discourse opportunities in classrooms

Aug 24, 2020 to Aug 28, 2020 - admin, ILT

Completed Nov 18, 2020

Secure substitutes to cover classrooms during planning sessions

Aug 24, 2020 to Sep 11, 2020 - admin

Behind Nov 18, 2020

Teachers will develop lessons collaboratively within grade bands and content areas

Aug 24, 2020 to Jun 30, 2022 - teachers, admin

Determine protocols for analyzing teacher lesson plans

Aug 24, 2020 to Sep 30, 2020 - teachers, admin, ILT

Schedule collaborative cycle (planning, peer observations and debrief )following the same cycle as current BMLT

Aug 03, 2020 to Aug 31, 2020 - admin

Create templates for students to self evaluate and determine areas of strength, improvement and need (S.I.Ns)

Aug 24, 2020 to Oct 30, 2020 - teachers, admin, ILT

Postponed Nov 18, 2020

develop protocols and expectations for student to student discourse as a tool for improvement in all content areas

Aug 24, 2020 to Sep 30, 2020 - teachers, admin, ILT

On-Track Nov 18, 2020

At least once per month in GLTMs, staff analyzes lesson and/or unit plans looking for evidence of rigorous student to student discourse

Sep 07, 2020 to Jun 30, 2022 - teachers, admin, ILT

On-Track Nov 18, 2020

Select professional readings focused on student discourse

Jul 01, 2020 to Aug 21, 2020 - admin

## **Strategy 2**

Completed Nov 18, 2020

Contact NSP to recruit more tutors for next school year (small groups)

Jul 01, 2020 to Jul 31, 2020 - admin

Postponed Nov 18, 2020

Contact and meet with St. Paul and the Redeemer to increase tutor recruitment (one on one)

Jul 01, 2020 to Jul 31, 2020 - admin

Completed Nov 18, 2020

Contact local universities to partner to increase the number of students needing contact, observational and student teaching hours placed at Shoemith (small group and manage work stations)

Jul 01, 2020 to Jul 31, 2020 - admin

On-Track Nov 18, 2020

Admin snapshots focused on differentiated tasks

Sep 07, 2020 to Jun 30, 2022 - admin

Not started Nov 18, 2020

Examining student tasks for evidence of differentiation during grade level team meetings (Monthly)

Sep 07, 2020 to Jun 30, 2022 - teachers, admin

Not started Nov 18, 2020

Provide PD in August focused on rigor and differentiation

Aug 24, 2020 to Aug 28, 2020 - admin, ILT

Not started Nov 18, 2020

Require learning menus/playbooks in grades 2-6 for reading and math

Sep 07, 2020 to Jun 30, 2022 - admin, teachers

Create a PLC for new teachers focused on using learning menus as tools to increase rigor and differentiation in all content areas

Aug 24, 2020 to Jun 30, 2021 - admin, ILT

LASW samples using protocol during GLTMs monthly

Sep 07, 2020 to Jun 30, 2022 - admin, teachers

### **Strategy 3**

Identify students who need Tier 2 supports

Sep 07, 2020 to Sep 30, 2020 - teacher

Create a progress monitoring calendar

Jul 01, 2020 to Sep 07, 2020 - admin

Update menu of interventions

Aug 24, 2020 to Sep 30, 2020 - admin, ILT, teachers

Review menu of interventions with staff

Sep 07, 2020 to Sep 30, 2020 - admin

Create an instructional calendar that designates monthly MTSS focus (GLTM)

Jul 01, 2020 to Aug 24, 2020 - admin

Incorporate On Track data analysis into GLTMs (instructional calendar)

Jul 01, 2020 to Aug 24, 2020 - admin

Implement the problem solving process with fidelity

Sep 07, 2020 to Jun 30, 2022 - staff, admin

Select and share professional readings on the problem solving process with staff

Jul 01, 2020 to Sep 30, 2020 - admin, staff

Create a PLC, specifically for new teachers, that develops understanding of MTSS

Aug 24, 2020 to Dec 18, 2020 - admin, new staff

## **Strategy 4**

Plan to teach one semester of civics per school year (grades 5 and 6)

Feb 08, 2021 to Jun 18, 2021 - teachers

Create civic units aligned to the Illinois Social Science Standards (grades 5 and 6)

Jul 01, 2020 to Dec 31, 2020 - teachers

Create scope and sequence for advisory periods (grades 3-6)

Jul 01, 2020 to Aug 21, 2020 - admin, ILT

Survey students regarding attitudes and interests toward content at least three times per year

Sep 07, 2020 to Jun 17, 2022 - teachers

Use existing systems (exit slips, parking lots, polls etc) to allow students opportunities to provide feedback on lessons, units

Sep 07, 2020 to Jun 24, 2022 - teachers

Postponed Nov 18, 2020

Select Civics curriculum for grades 5 and 6

Jun 01, 2020 to Jun 19, 2020 - teachers, ILT, admin

Schedule check ins during GLTMs focused on examining evidence of student lesson/unit feedback (LASW)

Jul 01, 2020 to Aug 21, 2020 - admin

Utilize GLTMs for peers to review and critique LPs focused on student feedback/student voice

Sep 07, 2020 to Jun 24, 2022 - teachers, admin

On-Track Nov 18, 2020

Utilize the existing classroom magazine subscriptions (Scope, Scholastic News, Time for Kids, DynaMath) to engage students in discourse about current events (national and international)

Sep 07, 2020 to Jun 17, 2022 - teachers

## **Strategy 5**

Create student handbook

Jul 01, 2020 to Aug 21, 2020 - admin, staff

Have one staff member from every grade level team attend a trauma-sensitive training

Jul 01, 2020 to Sep 04, 2020 - staff

On-Track Nov 18, 2020

Teach the Second Step Bully Prevention unit at every grade level

Sep 07, 2020 to Jun 24, 2022 - teacher

Completed Nov 18, 2020

Create a school climate team

Aug 24, 2020 to Sep 30, 2020 - staff, students

Create a digital school safety surveys for grade level bands (K-2, 3-6)

Jul 01, 2020 to Aug 21, 2020 - admin, staff

Administer school safety surveys to students three times per year

Sep 07, 2020 to Jun 17, 2022 - teachers

Admins push into classrooms after each survey window to discuss the trends in the survey results and engage students in discussion on how to make improvements

Sep 07, 2020 to Jun 17, 2022 - admin

## Fund Compliance

### ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

### ESSA Schoolwide Program

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

Data analysis and action plans (BOY, MOY, EOY) of multiple sources of school data (SQRP, MSMV, NWEA, DIBELS/TRC, ACCESS, REACH, IAR, ISA, Performance Tasks, KIDS, interim assessments)

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

--Out of School Time (OST) grant for targeted intervention and enrichment  
--Tiered and differentiated small group instruction  
--Grade level unit planning, including pacing guides

**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.**

- ELA and math intervention during the school day (all grades)
- Tutoring provided by Neighborhood Schools Program (NSP)
- After-school enrichment and intervention for ELA and math
- Summer Step Up (grades K-2)
- Out of School Time (OST) grant for targeted intervention and enrichment
- Differentiated small group instruction, including Leveled Literacy Intervention (LLI)

**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).**

- H.E.L.P
- Act and Adapt (DePaul University)
- Mentoring through partnership with Anna's Mentoring, The Sisterhood, MADE Foundation, GT7 and Kenwood Academy High School
- Annual Middle School Fairs

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

- Partnership with MSU College of Education
- Resume screening
- Teachers lead round one of interviews
- Admins lead second round, including demo lessons taught by candidates and on demand writing prompt

**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.**

- New teacher professional development that begins in August and continues throughout the school year
- Professional readings and discussions for all staff
- Allocate funds for conferences, seminars,
- BMLT for all math teachers
- Peer observations

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

- Parent surveys in addition to MSMV
- School sponsored family events throughout the school year
- Volunteer sign up at the opening of school
- School-wide communication plan including REMIND
- Monthly parent meetings focused on topics they selected from a survey

**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.**

Shoesmith not currently have Preschool.

**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.**

All staff participates in the the creation and/or revision of an assessment plan annually.  
Staff reviews and provides feedback of the DRAFT assessment plan, PPC and admin hold meetings to revise assessment plan, as needed.  
Staff votes on assessment plan

**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.**

- MTSS team is determined and meets to create meeting schedule
- Menu of Interventions are revised annually
- Review and share MTSS protocols and expectations in opening days of school
- Meet monthly to review interventions and progress monitoring data
- Make recommendations to DL teams, as needed, based on data collected
- Hold parent meetings to discuss and review data, student progress and determine next steps to support students

**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.**

Principal will hold annual meetings for PAC and BAC at the start of the school year  
Principal will meet with the PAC to determine how the funds will be designated/utilized to support their annual focus and goals to increase parent knowledge and support CIWP goals

## **ESSA Targeted Assistance Program**

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### **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.**

Parents will be encouraged to join the Parent Advisory Council (PAC) and/or the Bilingual Advisory Council (BAC). The principal will arrange, advertise and facilitate the first meetings to explain the purposes and functions of PAC and BAC. Principal will distribute all required documents, including current year budget and CIWP to assist parents in determining goals and fund alignment.

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

The title 1 Annual and Organizational meetings will be held in October 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.**

Parents will be regularly informed of PAC, PTO, and LSC meetings via the following: master, interactive and monthly calendars, parent newsletters, Remind and Blackboard Connect. Parents may provide the school with feedback and discuss ways to partner with the school in their children's education. The school will respond and follow up to questions/concerns in a timely manner.

**Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.**

The school will provide parents a report of their child's performance on the state assessments (IAR, ISA, KIDS, ACCESS,) when scores become available. Teachers will discuss the results of assessments during report card pickup and/or curriculum night.

**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.**

If a teacher is deemed not 'highly qualified', parents of each child will receive notice in writing.

**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.**

Parents will receive information in a timely manner about Title I program(s), at various times during the year which include Parent Open House, Curriculum Night and monthly parent meetings. Information will include CCSS, state and local assessments, Title I requirements, how to monitor their child's progress, how

to work with educators, a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, proficiency levels that students are expected to meet, grading rubric, homework policy and promotion policy and other titles indicated by parent survey results. Parents are encouraged to sign up for parent ASPEN portal to monitor grade book, REMIND for communication with teacher and admins, visit and volunteer in classrooms and maintain close contact with teachers.

**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.**

Shoesmith will provide information, resources, materials and training, including literacy, math and technology; as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement through PAC activities that include workshops and guest speakers, Participation on N9 FACE events, parent outings, participation with Parent University, Curriculum Nights, and the monthly newsletter.

**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.**

We will educate all staff in the value and utility of contributions by parents, and 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 by developing a collaborative relationship that includes diplomacy, support, empathy, and reflection. Teachers will communicate student progress regularly with parents through the gold communication folder, progress reports, and report cards. Teachers will also send class newsletters home regularly to keep parents apprised of important information related to instruction, learning goals, projects, and upcoming events. Teachers will provide suggestions for how parents can help children with homework. Teachers will also make themselves for conferences as needed. Shoesmith has also instituted room parents to support positive and on-going communication between the school and parents.

**Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.**

We will distribute flyers to area preschools and day care programs to apprise them of the programs offered at Shoesmith. We will offer opportunities for prospective parents to tour the school and observe instruction.

**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.**

All information related to the school and parent programs, meetings, and other activities will be disseminated to parents in English as well as Spanish when available.

### Policy Implementation Activities

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

**In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.**

**The school will coordinate the parent and family engagement programs identified in the CIWP.**

**The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.**

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

Parent engagement was a priority in the previous CIWP. We discussed adding a parent engagement component to new priorities versus having parent engagement stand alone in the SY 20-22 CIWP.

### 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.)**

At Shoesmith School, we believe that EVERY student in our school is capable of learning and thinking at high levels. We will meet the academic, social and emotional needs of all of our students by providing a safe and nurturing learning environment that encourages self-expression and creativity; setting high expectations for teaching and learning; utilizing rigorous, research-based instructional materials; implementing differentiated instructional practices and collaborating with stakeholders.

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

Parent-teacher conferences are held during report card pick up during quarters 1 and 3 each year. In addition, parents, teachers and admin can request conferences for any students "Off Track" based on the district's new Off Track metrics.

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

Parents will receive written reports of their child's progress every five weeks (weeks 5, 15, 25, and 35) and via Parent Portal. Teachers have classroom specific ways to communicate with parents as well (Remind, Class Dojo, weekly newsletters, teacher website)

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

Staff is available for conferences by appointment. Each teacher distributes his/her office hours in their opening newsletter and post them on their personal web pages. Each teacher is accessible via the school's website. Teachers distribute email addresses at Open House, as well. Parents can also communicate with staff via Remind and Class Dojo

**The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.**

Parents are expected to volunteer a minimum of 4 hours per school year and document that volunteerism on the Parent Passport. Parents approved via the CPS volunteer policy can sign up at any of the three BOY parent engagement events. Communication is sent home regarding the online application process and admin assists throughout the school year to ensure a successful approval process.

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

The school will purchase parent newsletter subscriptions in math, reading and science to assist parents in strategies to use at home. Parents are encouraged to talk to children about the importance of school, check planners and yellow folders, daily, on-time attendance, setting routines at home, including a quiet, a consistent place for students to work.

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

Parents are encouraged to join parent organizations, including PAC, PTO, BAC and LSC (elections; attend school activities; and maintain frequent contact with teachers. Parents also have the opportunity to complete surveys throughout the school year to voice opinions on various school-wide programming and initiatives.

**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).**

Come to school on time, prepared with appropriate supplies at least 96% of the time, follow PBS and CHAMPS expectations, set goals for student growth, improve executive functioning skills supported by explicit activities taught in class, participate in student voice and civic engagement opportunities school-wide.

## **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.**

Increase education around financial literacy through workshops and parent seminars

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$1000.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$400.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$635.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00

<b>55005</b>	<b>Furniture and Equipment</b> 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
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