James Wadsworth Elementary School (/school-plans/454) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/08/2016	Brawner, Loggins, Adadevoh, Warden, Kijowski, Kirksey, Sann, Wards, Shabazz	Understanding the new CIWP and SEF and discussed a plan of action.
02/18/2016	Sann, Brawner, Warden, Loggins, Wards, Shabazz	Discussion of SEF ratings and evidence to support SEF categories.
03/21/2016	Brawner, Sann, Loggins, Kirksey, Wards, Shabazz	Review data collection from SEF ratings
04/25/2016	Wards, Shabazz	N.9 CIWP workshop at Coleman
04/27/2016	Wards, Shabazz	N.9 Peer to Peer feedback with other administrators

| 06/01/2016 | Wards, Shabazz, Brawner, Loggins, Jernigan, and other LSC members | Reviewed plan at PAC/LSC meetings and plan was approved |

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1   2   3   **4**

> We consistently engage in high impact activities, rigorous instruction, alignment with mission/vision and emphasis on every student acquiring EPIC3 (Engaged Learners, Problem-solvers, Innovative, Critical thinkers, Creativity, and Collaboration) habits of mind. The entire school community is provided with an annual overview of the current State of the School through staff professional development, parent engagement workshops and LSC/PAC meetings. There is a shared vision among school leadership and staff to ensure high quality instruction is monitored quarterly. Using effective data analysis structures, teachers are able to collectively make informed decisions regarding curriculum, instruction and student learning outcomes. As measure by the 5 essentials survey, our indicator for program coherence is rated strong to support our vision for school programs to be coordinated across grade levels and consistent with goals set to drive student academic achievement results.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

1   2   3   **4**

> The ILT team has worked collaboratively to understand and self-assess the team efforts as measured by the ILT Effectiveness Rubric. The team has a central binder for meeting agendas, artifacts, and actions plans to support overall school improvement. ILT teams has also attended several external meetings to deepen the teams' understanding of academic research, survey metrics, teacher leadership, and leading school improvement. Members of the ILT team provides updates and report findings during grade level team meetings to regularly inform their peers about the work of the team.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1   2   **3**   4

Professional learning has been established and teachers receive an instructional calendar annually that outlines professional development opportunities, key assessment dates, and important school wide academic events. Much of the school's professional development learning opportunities are designed specifically for the school's STEM initiative. Professional development agendas are provided and aligned with school improvement goals and include opportunities for teachers to gain new knowledge to support the school's culture/climate promoting innovation, STEM education and lifelong learning. Feedback is collected through surveys to ensure professional development is timely, relevant and helpful in improving teacher practice over time. As measured by the 5 essentials survey, our professional development offerings are considered rigorous and focused on student learning receiving a very strong rating as indicated by teachers and staff.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 3 **4**

Student schedules, as well as strategically assigning teachers to grade and content areas, students are provided with opportunities for personalized learning each week to support reading, mathematics, science, and 21st century skill development. Partnerships with several community-based organizations have shown continuous support through grants, gifts and small donations. In addition to the resources to support priority initiatives, we have aligned resources to host several events throughout the year to engage the community in both academic (Hour of Code, Read Across America, Pi Day, etc.) and non-academic (attendance, dance, cooking, etc.) school programming.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
    - Use CPS Instructional Time Guidelines to maximize instructional time.
    - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
    - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
    - Leverage strategic source vendors to maximize dollars.
    - Seek and obtain grants to support articulated needs.
    - Use grant funds strategically to support areas of highest need.
    - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
    - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
    - Use an interview process including a protocol for questioning and select highly qualified candidates.
    - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
    - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
    - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
    - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
    - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
    - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
    - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access

to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

> The teachers are highly aware of SQRP Attainment and growth. The teachers conduct several out of school field trips throughout the year for real world application of academic content. Comprehensive unit plans, scope/sequence for core areas and quarterly assessments (ANET) are in place to drive instruction. All teachers have been trained and provided curricua to use for instruction. The curriculum aligns with the CCSS and scope and sequence of grade level standards.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **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.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-

in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

> Teachers have access to high-quality, standards based instructional materials and resources. Additionally, the technology at our school is cutting edge and we have a 1:1 ratio for students to devices. Furthermore, we have an innovation lab, where upon arrival students become engineers in many different capacities. Most of our curriculum promotes problem based learning. There is evidence of scaffolding and differentiation for all students to access the content/skills. Selected students are pulled for reinforced lessons (MTSS students). Students have access to personalized learning technology instruction (iREADY, AR (Accelerated Reader, and ST Math). Students interact with instructional materials throughout the year including science lab equipment, manipulatives, and many more materials used to support instruction.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
    - Are selected and adapted based on learning objectives and learner needs.
    - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
    - Student outcomes and developmental appropriateness determine when and who will use the materials.
    - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
    - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
    - Materials are in English and native language for English learners.
    - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
    - Students interact with instructional materials to engage all modalities in the learning process.
    - Technology is integral to students learning experiences.
    - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
    - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
    - The teacher models effective use of various materials.
    - Students understand that materials are a means to acquire language, knowledge, and competencies.
    - Technology enhances students' higher order, creative thinking and problem solving.
    - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate

1   2   **3**   4

how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

> Students engage in a variety of tasks that promote rigor and challenge students to think critically about academic content for all subject areas. Students are expected to show progress quarterly through a series of interim assessments, and individualized online programming.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1   2   **3**   4

Multiple school teams work closely with a designated liaison to focus on transitions to high school, college and career. Preparation prior to the college and high schools include fairs, school visits, students research data and devise action plans on how to effectively apply to their prospective institution. School counselor advises students weekly on the process, assign tasks to support college readiness, and often promote the availability of scholarships for students interested in attending private, catholic and boarding high schools.

Guide for Transitions, College & Career Access & Persistence

- **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).**
    - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
    - Monitor the progress of English learners after transition from services.
    - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
    - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
        - Use student data and best practices research to develop focused programs.
        - Expand access beyond students who are struggling academically.
        - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
    - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
        - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
        - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
        - Start the conversation about college in primary grades.
        - Make parents aware of academic opportunities and supports for their child.
    - **READINESS – Ensure equitable access to college preparatory curriculum.**
        - Provide access to 8th Grade Algebra to all eligible 8th grade students.
        - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
        - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
        - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
        - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
        - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
    - **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:
        - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
        - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
        - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
        - Applying to multiple colleges—generally three or more.
        - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1   2   **3**   4

Learning goals are posted at the front of each classroom. There is evidence of progress monitoring via mClass and ANET. Teachers use several technology components to differentiate for all students. (ANET, IREADY, ST Math, Khan Academy, Writing/online and Accelerated Reading) Teachers plan cohesive and targeted instruction incorporating when relevant the Engineering and Design Process as well as the EPIC3 habits (21st Century Skills). EPIC3 is taught school wide and encourages students to be: engaged learners, problem solvers, innovators, creative, critical thinkers, and collaborators.

Guide for Instruction

- ○ **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- ○ **Effectively communicate with students.**
  - ■ Guide students to articulate the relevance of the objective(s) to learning.
  - ■ Anticipate possible student misunderstanding.
  - ■ Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - ■ Enable students to contribute to extending the content by explaining concepts to their classmates.
  - ■ Build on students' language development and understanding of content.
  - ■ Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- ○ **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - ■ Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - ■ Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - ■ Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - ■ Require students to cite textual evidence to support/develop a claim.
- ○ **Engage students in learning.**
  - ■ Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - ■ Provide targeted supports to individual students or groups of students based on their identified needs.
  - ■ Provide instruction designed to develop language domains for English learners.
- ○ **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - ■ Monitor progress and check for understanding for individual students.
  - ■ Change instructional practice based on analysis of current data.
  - ■ Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - ■ Also see *Balanced Assessment*.
- ○ **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - ■ Intervene in a timely and effective way to help students who are struggling.
  - ■ When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - ■ Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1   2   **3**   4

Wadsworth STEM (MTSS Committee/Teachers) provides support for delivering high quality academic, social emotional, and health and wellness support for every student. The provided MTSS supports are tiered in three levels. Tier I is designed, customized and delivered to reach all students. Tier II and Tier III is designed, customized and provided to meet specific student needs and to accelerate their learning. The students in Tier II and Tier III are strategically selected and receive intense intervention and instruction daily via small groups, pull out tutoring and after school tutoring. Each student has an individual plan that follows them throughout the academic school year. This plan is modified accordingly. SEL (Social Emotional Learning) is promoted school wide by the EPIC3 (Engaged Learners, Problem-solvers, Innovative, Critical thinkers, Creativity, and Collaboration) habits of mind. On track is closely monitored whereby students who are not on track or trending towards not being on track are provided with interventions/supports (i.e. tutoring, assistance with attending school) which will assist them in achieving an on track status.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
    - Empower student to advance their learning.
    - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
    - Classrooms are student-centered with student agency.
    - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
    - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.
    - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
    - Determine appropriate interventions for students or groups of students not making adequate progress.
    - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1   2   **3**   4

Teachers create standard based assessments to monitor student achievement and highlight what they need to focus more attention on during instruction. Our school leverages the partnership with ANET (Achievement Network) to use high quality assessment resources for standards based instruction aligned to CCSS (Common Core State Standards) and the school adopted reading and math curriculum. The assessment tool provided by the ANET (Achievement Network) allows teachers to create short or long (if desired) quizzes based on the standard that they are teaching. This helps to inform teachers of how well students are performing by standard, the degree in which students are able to show mastery of a particular standard and how to plan future instruction based on student deficits. The school wide grading system is outlined within the staff handbook and teachers are given feedback often to ensure students are on-track in grades 3-8. Assessments are also incorporated in the primary grades to help students progress over time and show readiness for their prospective grade bands.

Guide for Balanced Assessment & Grading

- **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.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
    - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
    - Work together on building common assessments within a department, course, or grade level team.
    - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
    - Use common protocols and calibrate on scoring and grading in teacher teams.
    - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:

- Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

Culture for Learning:

Score

1   2   **3**   4

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

> Wadsworth STEM with the support of our EPIC3 habits (Engaged Learners, Problem-solvers, Innovative, Critical thinkers, Creativity, and Collaboration) works diligently to create a school culture that reflects a shared belief on the importance of learning, hard work, getting good grades, and attaining all academic and personal goals. Wadsworth STEM sets very high expectations for all students. Students are held accountable for their actions and although very competitive, student leaders are responsible for ensuring that their peers are not faltering. Students throughout the academic school year are encouraged to take ownership and pride in their work, projects, test scores and learning. Individual students as well as school wide data (ST Math, i-Ready, attendance, RIT score (growth and attainment), and Accelerated Reader) are consistently communicated and shared with students to assist with student belonging as well as academic and personal success throughout the building and school community.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.

- Ensure students feel safe to share misunderstandings and struggles.
  - **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
    - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
  - **Provide students frequent, informative feedback.**
    - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
  - **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4

> There is a strong sense of teacher-teacher trust and teacher-principal trust among most of the Wadsworth STEM staff. Most of the time, adult-student interactions are positive, caring, and respectful. Like most schools and places of business, there are some people that do not fall into this category and have a hard time trusting others. Many times, these people have had bad experiences in the past, which translates into their present situation.
> Staff comes together to support each other in crisis; interactions among staff and staff/student are not always professional and caring; does not seem to be a plan for when students return from extended absences due to emotional or behavioral challenges.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1   2   3   **4**

Wadsworth STEM provides equitable access to a wide range of extracurricular and enrichment opportunities that nurtures talent and student interests. These activities include cooking classes, Mandarin Chinese, Chess, Coding, Robotics, Dance, Tutoring, etc. A variety of sports are also provided for which students can participate in throughout the year. The sports program include boys and girls basketball, volleyball, track, cross-country, softball, football and soccer. Students have a choice based on their interest level in selecting from the many provided extracurricular/enrichment activities. Wadsworth STEM provides a culture where the expectation is that teachers and school staff make positive contributions to the school community, thus engaging and leading the extracurricular and enrichment activities. Wadsworth STEM provides safe spaces where students may voice their opinions, advocate for change, identify issues and implement solutions.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards

Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1   2   3   **4**

> The teachers and staff at Wadsworth STEM work hard to maintain safety and order in the school. This includes student transitions and dismissal. All teachers must be present at dismissal to ensure the safety of each student as they leave the building. In the primary grades, teachers stay in the gym until each of their students are picked up by a responsible adult or older sibling. Also, we have security posted on each floor to ensure safety and order.
>
> Classroom routines are posted in the rooms. All adults assist with each other classrooms when needed. There is a shared positive behavior that is recognized by everyone. Arrival and dismissals are safe because there are monitors throughout and outside the building.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning.
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Wadsworth STEM reinforces positive student behavior with clear expectations, routines, and procedures. Several years ago we developed a model framework called EPIC3 (Engaged Learners, Problem-solvers, Innovative, Critical thinkers, Creativity, and Collaboration) habits of mind to help students develop positive habits in order to avoid negative behaviors in the school setting. With this approach, we have aligned the EPIC3 habits with state standards for social and emotional learning goals one (self awareness and management), two (social and interpersonal skills to maintain positive relationships) and three (decision making and advocating for responsible behaviors in the context of school, home and community). Additionally, teachers are asked to find the root cause when misbehavior occurs to devise individualized behavioral supports for students to experience success in the school setting. Both consequences and rewards are established for students to understand the benefit and impact of behavior has on student learning outcomes.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Wadsworth STEM provides to its parents a welcoming supportive environment which enables them to feel a significant part of the schools' educational community. Wadsworth STEM hosts a variety of events such as STEM family night, Open House, Zumba, Technology/Math/Literacy night, etc. which allows families to participate in authentic and engaging hands-on activities throughout the academic school year. Wadsworth STEM also provides a series of parent workshops throughout the academic school year where parents learn best practices around learning, attendance, health and wellness, social emotional, etc. Wadsworth STEM consistently provides proactive communication with parents in the form of a parent handbook, flyers, robo calls, phone calls, and the school webpage to inform families/parents of school wide events and activities.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **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).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus Ø= Not of focus
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **[Ø]**
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 **[Ø]**
3	Expectations for depth & breadth of Quality Teaching: Instruction	**[1]** 2 3 4 5 Ø
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 **[Ø]**
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **[Ø]**
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 **[2]** 3 4 5 Ø
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **[Ø]**
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **[Ø]**
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 **[Ø]**
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 **[Ø]**
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 **[3]** 4 5 Ø
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **[Ø]**
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 **[4]** 5 Ø
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **[Ø]**
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **[Ø]**
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **[Ø]**
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **[Ø]**

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				

The Reading growth goal was selected based on the historical performance data of the school. The selected Reading growth goal allows us to maintain the previous years' growth percentile and be able to show growth in the years forthcoming.

As a school community team, we will look at historical trend cohort data for all students in grades 2 through 8. Based on a careful analysis of the data, we will implement a strategic plan that focuses on providing students in grades 3 and 5 with additional supports to move the students beyond the 15th and 20th percentiles for growth. The plan will include monthly progress monitoring to ensure students are leveraging personalized learning tools to improve their learning outcomes in reading. Students in 4th, 6th, 7th and 8th grades will receive similar supports and teachers will monitor/adjust their instructional action plans to ensure a growth percentile indicator of 50 percent or higher in reading. As a school community, we are predicting we will increase our overall growth percentile by a minimum of one percentage point during the 2016-2017 and 2017-2018 academic school years..

We will continue to use our strategic plan for the next two years then review our Reading progress over time. Annually, we will assess our Reading growth and establish a baseline growth measure for Reading to indicate how well our strategy helps to increase our Reading growth percentages over time.

| 34.00 | 77.00 | 78.00 | 79.00 |

National School Growth Percentile - Math

The Math growth goal was selected based on the historical performance data of the school. The selected Math growth goal allows us to maintain the previous years' growth percentile and be able to show growth in the years forthcoming.

As a school community team, we will look at historical trend cohort data for all students in grades 2 through 8. Based on a careful analysis of the data, we will implement a strategic plan that focuses on providing students in grades 3 and 5 with additional supports to move the students beyond the 50th percentile for growth. The plan will include math performance tasks, problem-based learning and monthly progress monitoring to ensure students are showing mastery of math standards to improve their learning outcomes. Students in 2nd, 4th, 6th, 7th and 8th grades will receive similar supports including personalized math enrichment opportunities for all students. Teachers will monitor/adjust their schedule of assessed standards and instructional action plans to ensure students maintain a growth percentile indicator of 70 percent or higher in math. As a school community, we are predicting we will increase our overall growth percentile by a minimum of two percentage points during the 2016-2017 and 2017-2018 academic school years.

We will continue to use our strategic plan for the next two years then review our Math progress over time. Annually, we will assess our Math growth and establish a baseline growth measure for Math to indicate how well our strategy helps to increase our Math growth percentages over time.

| 40.00 | 84.00 | 86.00 | 88.00 |

% of Students Meeting/Exceeding National Ave Growth Norms

The percentage of students meeting/exceeding the national average growth norms goal was selected based on the historical performance data of the school. This goal allows us to maintain the previous years' percentage of students meeting/exceeding the national average growth norms and improving the percentage of students meeting/exceeding national average growth norms annually.

We are set to improve our growth percentage by a minimum of one percentage point during the 2016-2017 and 2017-2018 academic school years. We will continue to use our strategic plan for Reading and Math growth for the next two years to ensure students trend towards meeting/exceeding national average growth norms.

| 60.20 | *(Blank)* | 61.20 | 62.20 |

African-American Growth Percentile - Reading

The African American Reading growth percentile goal was selected based on the historical performance data of the school. The selected Reading growth goal for our African American students allows us to maintain the previous years' growth percentile and be able to show growth in the years forthcoming. Demographically our student population is 98% African American, therefore the strategic plan for this growth percentile goal will be tightly aligned to the plan outlined for the National Growth Percentile for all students. As a school community team, we will look at historical trend cohort data for all African American students in grades 2 through 8. Based on a careful analysis of the data, we will implement a strategic plan that focuses on providing students in grades 3 and 5 with additional supports to move the students beyond the 15th and 20th percentiles for growth. The plan will include monthly progress monitoring to ensure students are leveraging personalized learning tools to improve their learning outcomes in reading. Students in 4th, 6th, 7th and 8th grades will receive similar supports and teachers will monitor/adjust their instructional action plans to ensure a growth percentile indicator of 50 percent or higher in reading. As a school community, we are predicting we will increase our overall growth percentile by a minimum of one percentage point during the 2016-2017 and 2017-2018 academic school years.. We will continue to use our strategic plan for the next two years then review our Reading progress over time. Annually, we will assess our Reading growth and establish a baseline growth measure for Reading to indicate how well our strategy helps to increase our Reading growth percentages over time.	31.00	80.00	81.00	82.00

Hispanic Growth Percentile - Reading

N/A This goal does not apply to our student population.	*(Blank)*	*(Blank)*	0.00	0.00

English Learner Growth Percentile - Reading

N/A This goal does not apply to our student population.	*(Blank)*	*(Blank)*	0.00	0.00

Diverse Learner Growth Percentile - Reading

The Diverse Learner Reading Growth Percentile goal was selected based on the historical performance data of the school. The selected Reading growth goal allows us to maintain the previous years' growth percentile and be able to show growth in the years forthcoming. As a school community team, we will look at historical trend cohort data for divers learner students in grades 2 through 8. After a careful analysis of the data, we will implement a strategic plan that focuses on providing diverse learner students with additional supports and interventions that will assist in moving the students beyond the 22nd percentile for Reading growth. The plan will include monthly progress monitoring to ensure that students are leveraging personalized learning tools to improve their learning outcomes in Reading. As a school community, we are predicting we will increase our overall Diverse Learner growth Percentile by a minimum of five percentage point during the 2016-2017 and 2017-2018 academic school years.. We will continue to use our strategic plan for the next two years then review our Reading progress over time. Annually, we will assess our Diverse Learner Reading growth and establish a baseline growth measure for Reading to indicate how well our strategy helps to increase our Diverse Learner Reading growth percentages over time.	7.00	22.00	23.00	24.00

African-American Growth Percentile - Math

The African American Math growth percentile goal was selected based on the historical performance data of the school. The selected Math growth goal for our African American students allows us to maintain the previous years' growth percentile and be able to show growth in the years forthcoming. Demographically our student population is 98% African American, therefore the strategic plan for this growth percentile goal will be tightly aligned to the plan outlined for the National Growth Percentile for all students. As a school community team, we will look at historical trend cohort data for all students in grades 2 through 8. Based on a careful analysis of the data, we will implement a strategic plan that focuses on providing students in grades 3 and 5 with additional supports to move the students beyond the 50th percentile for growth. The plan will include math performance tasks, problem-based learning and monthly progress monitoring to ensure students are showing mastery of math standards to improve their learning outcomes. Students in 2nd, 4th, 6th, 7th and 8th grades will receive similar supports including personalized math enrichment opportunities for all students. Teachers will monitor/adjust their schedule of assessed standards and instructional action plans to ensure students maintain a growth percentile indicator of 70 percent or higher in math. As a school community, we are predicting we will increase our overall growth percentile by a minimum of two percentage points during the 2016-2017 and 2017-2018 academic school years. We will continue to use our strategic plan for the next two years then review our Math progress over time. Annually, we will assess our Math growth and establish a baseline growth measure for Math to indicate how well our strategy helps to increase our Math growth percentages over time.	42.00	84.00	86.00	88.00

Hispanic Growth Percentile - Math

N/A This goal does not apply to our student population.	*(Blank)*	*(Blank)*	0.00	0.00

English Learner Growth Percentile - Math

N/A This goal does not apply to our student population.	*(Blank)*	*(Blank)*	0.00	0.00

Diverse Learner Growth Percentile - Math

This goal was selected to reflect the changes in the diverse learner student population and the diverse teacher retention rate.	2.00	94.00	40.00	41.00

National School Attainment Percentile - Reading (Grades 3-8)

The goal was selected based on the historical performance data of the school. We wanted to set a SMART attainment goal that allows us to maintain the previous years' attainment percentile and be able to show increased attainment in the years forthcoming. We are set to improve our attainment percentile by five percentage points. We will continue to use our newly developed strategic plan for the next two years then review our progress over time. After year one of the new strategic plan, we will assess our attainment percentile and establish a baseline attainment measure to indicate how well our strategy helps to increase our attainment percentile each year.	7.00	31.00	36.00	41.00

National School Attainment Percentile - Math (Grades 3-8)

The goal was selected based on the historical performance data of the school. We wanted to set a SMART attainment goal that allows us to maintain the previous years' attainment percentile and be able to show increased attainment in the years forthcoming. We are set to improve our attainment percentile by five percentage points. We will continue to use our newly developed strategic plan for the next two years then review our progress over time. After year one of the new strategic plan, we will assess our attainment percentile and establish a baseline attainment measure to indicate how well our strategy helps to increase our attainment percentile each year.	5.00	24.00	29.00	34.00

National School Attainment Percentile - Reading (Grade 2)

The goal was selected based on the historical performance data of the school. We wanted to set a SMART attainment goal that allows us to maintain the previous years' attainment percentile and be able to show increased attainment in the years forthcoming. We are set to improve our attainment percentile by five percentage points. We will continue to use our newly developed strategic plan for the next two years then review our progress over time. After year one of the new strategic plan, we will assess our attainment percentile and establish a baseline attainment measure to indicate how well our strategy helps to increase our attainment percentile each year.	5.00	8.00	13.00	18.00

National School Attainment Percentile - Math (Grade 2)

The goal was selected based on the historical performance data of the school. We wanted to set a SMART attainment goal that allows us to maintain the previous years' attainment percentile and be able to show increased attainment in the years forthcoming. We are set to improve our attainment percentile by five percentage points. We will continue to use our newly developed strategic plan for the next two years then review our progress over time. After year one of the new strategic plan, we will assess our attainment percentile and establish a baseline attainment measure to indicate how well our strategy helps to increase our attainment percentile each year.	2.00	11.00	16.00	21.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A This goal does not apply to our elementary student population.	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

This goal was selected based on the historical attendance data which shows an upward trend over the last three years.	93.80	95.70	96.00	97.00

My Voice, My School 5 Essentials Survey

Well Organized	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   7 of 7 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
% of Classrooms Implementing monthly Project-Based Learning (PBL) Units				
As a STEM school we strive to ensure our students engage in authentic collaborative and individual projects that promote critical thinking, problem solving, communication, student autonomy and creativity.	(Blank)	(Blank)	75.00	80.00
% of Students exposed to real-world STEM experiences quarterly				
Students explore a variety of STEM career pathways through in and out of school experiences quarterly.	(Blank)	(Blank)	90.00	92.00
OSS per 100 (all students)				
The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 7% annually.	1.47	1.76	1.64	1.52

OSS per 100 (Diverse Learners only)				
The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually.	3.18	4.42	3.80	3.27

Number of Group 4, 5, 6 Infractions				
This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year.	8.00	6.00	6.00	5.00

Use of Codes 3-6 and 4-9				
This metric indicates the number of times a school reports behaviors that violated codes 3-6 or 4-9 of the Student Code of Conduct. These codes are considered "catch-all" codes and should only be used when absolutely necessary an no other codes are appropriate. 3-6 is "Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the education process." 4-9 is "Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process." This metric is calculated by summing the total number of times a code 3-6 or 4-9 is assigned to any incident reported for the given year. The goal is reduce this metric by at least 60% the first year and another 40% the second year.	1.00	1.00	0.00	0.00

% of Misconducts Resulting in a Restorative, Instructive, or Corrective Response as the Highest-level of Response Taken				
This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 70% over a 3-year period.	36.40	34.80	50.00	60.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Continue implementing our EPIC3 (Engaged Learners, Problem-solvers, Innovative, Critical thinkers, Creativity, and Collaboration) habits as a restorative approach to discipline so that students contribute each day to fosture a positive classroom environment. Established norms will promote project-based learning where students are able to investigate and engage in complex questions, problems or cognitively challenging tasks that require students to provide evidence of their thinking	decrease in student misconduct over time and fewer class disruptions taking away from instructional time, increase student attendance, improve relationships between students and staff, improved student achievement and high levels of engagement around STEM-centered learning	an increase in overall attendance by 1% point each year moving from 96% to 97%, a stronger rating as measured by the My Voice My School survey for all categories to be rated as Strong (Well-Organized), a 5 % decrease in student misconducts over time

Tags:
Attendance, Climate and Culture, Restorative approaches, Rigorous tasks, Academic expectations, Relationships, Instructional strategy

Area(s) of focus:
1, 3, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Update the annual calendar to introduce students to and explore STEM career pathways which include STEM family nights, STEM engagement activities and quarterly meetings to implement action plans to support school-wide STEM culture and climate.	Administration STEM Specialists	Aug 29, 2016 to Sep 16, 2016	Calendar with set dates, event confirmation documentation and flyer for distribution at Open House	Not started

Enrichment, Relationships, Culture and climate, College and car

Community engagement plan to gain support for the new outdoor space. Ready for distribution August 29, 2016 and subject to change due to ongoing events throughout the year.	Teachers, Administration, STEM Specialist, Space to Grow representation, LSC	Aug 29, 2016 to Oct 1, 2016	Events Calendar and flyer for parents and school community	Not started

Relationships, Public relations

Update presentation for teachers to use with students to establish rituals and routines around EPIC3 habits.	Administration, ILT	Jun 13, 2016 to Aug 1, 2016	Presentation uploaded to Google classroom for all teachers to access and edit	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
Further develop our school wide TIA (Targeted Instructional Area) around writing across all grade levels whereby progress is measured quarterly, teachers develop a writing scope and sequence and use professional development learning to improve pedagogical approaches for writing	improvement in students ability to effectively write responses by stating claims, constructing an argumentative viewpoint, use evidence to support claims with strong reasoning, analyze complex scientific, non-fictional and historical text, and show improvements each quater on ANET interim assessments for writing	improved student writing in the classroom across all grade levels, 80% of students in grades 2-8 will show improvement in writing on quarterly ANET (Achievement Network) interim assessments, improved performance reading and writing performance on PARCC assessment, an increase in teacher collaboration to develop a writing scope and sequence across all grade levels.

Tags:
Teacher Teams/Collaboration, ILT, Students tasks, Scope and sequence, Instructional strategy, Achievement

Area(s) of focus:
1, 2, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Survey writing instruction across all grade levels and content areas	Admin, ILT	Aug 21, 2016 to Sep 2, 2016	Google Forms, Qualtrics data	Not started

Writing, Data analysis, Planning for instruction, Targeted instructional area
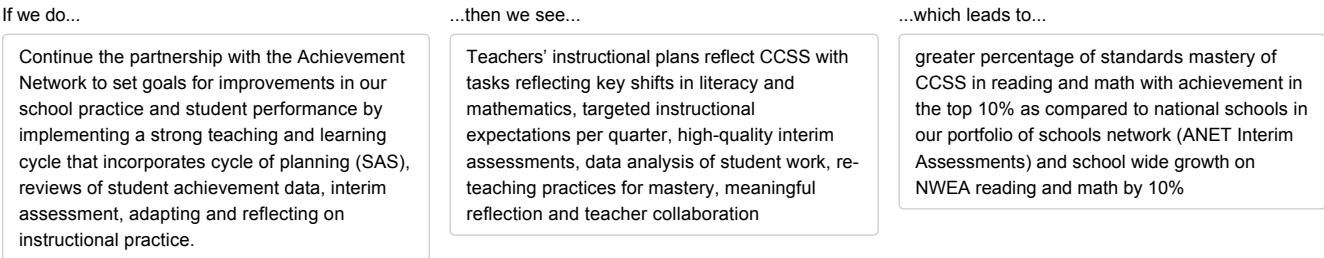
Develop school wide, content area, and grade level goals aligned with the schedule of assessed standards for writing.	Teachers, Admin, Support Staff	Aug 22, 2016 to Sep 16, 2016	Unit plans, lesson plans, etc.	Not started

Writing, Instructional planning, Targeted instructional area

Provide staff professional development, structure school wide supports and assess the writing initiative for all teachers	Admin, ILT	Aug 1, 2016 to Jun 2, 2017	Surveys, ANET meeting notes, student work samples	Not started

Rigorous tasks, Writing, Surveys, Targeted instructional area

Strategy 3

If we do...	...then we see...	...which leads to...
Continue the partnership with the Achievement Network to set goals for improvements in our school practice and student performance by implementing a strong teaching and learning cycle that incorporates cycle of planning (SAS), reviews of student achievement data, interim assessment, adapting and reflecting on instructional practice.	Teachers' instructional plans reflect CCSS with tasks reflecting key shifts in literacy and mathematics, targeted instructional expectations per quarter, high-quality interim assessments, data analysis of student work, re-teaching practices for mastery, meaningful reflection and teacher collaboration	greater percentage of standards mastery of CCSS in reading and math with achievement in the top 10% as compared to national schools in our portfolio of schools network (ANET Interim Assessments) and school wide growth on NWEA reading and math by 10%

Tags:
Rigorous tasks, Reflection, Instructional planning, Data analysis, Scope and sequence, Assessmnet

Area(s) of focus:
1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Establish instructional priorities for reading and math after reviewing school wide quarterly data whereby students were required to show mastery of the common core state standards	Admin	Jun 6, 2016 to Jun 10, 2016	Meeting notes from ANET data review	On-Track

Data driven instruction, Data anaysis, Academic achievement

Carefully examine reading curriculum materials, study complex texts, and understand how text-dependent questions translate into text-based discussion and writing	Teacher, Admin, ANET Partnership	Aug 1, 2016 to Sep 5, 2016	Lesson Plans, Unit Plans, Professional Development session artifacts	Not started

Carefully examine math curriculum materials in order to focus on the major work of each grade level and understand how tasks meet the demands and aspects of rigor called for by the standards	Teacher, Admin, ANET Partnership	Aug 1, 2016 to Sep 5, 2016	Lesson Plans, Unit Plans, Professional Development session artifacts	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Update the annual calendar to introduce students to and explore STEM career pathways which include STEM family nights, STEM engagement activities and quarterly meetings to implement action plans to support school-wide STEM culture and climate. Tags: Attendance, Climate and Culture, Restorative approaches, Rigorous tasks, Academic expectations, Relationships, Instructional strategy, Enrichment, Relationships, Culture and climate, College and car	Administration STEM Specialists	Aug 29, 2016	Sep 16, 2016	Not started
✚ Community engagement plan to gain support for the new outdoor space. Ready for distribution August 29, 2016 and subject to change due to ongoing events throughout the year. Tags: Attendance, Climate and Culture, Restorative approaches, Rigorous tasks, Academic expectations, Relationships, Instructional strategy, Relationships, Public relations	Teachers, Administration, STEM Specialist, Space to Grow representation, LSC	Aug 29, 2016	Oct 1, 2016	Not started
✚ Update presentation for teachers to use with students to establish rituals and routines around EPIC3 habits. Tags: Attendance, Climate and Culture, Restorative approaches, Rigorous tasks, Academic expectations, Relationships, Instructional strategy	Administration, ILT	Jun 13, 2016	Aug 1, 2016	Not started
✚ Survey writing instruction across all grade levels and content areas Tags: Teacher Teams/Collaboration, ILT, Students tasks, Scope and sequence, Instructional strategy, Achievement, Writing, Data analysis, Planning for instruction, Targeted instructional area	Admin, ILT	Aug 21, 2016	Sep 2, 2016	Not started
✚ Develop school wide, content area, and grade level goals aligned with the schedule of assessed standards for writing. Tags: Teacher Teams/Collaboration, ILT, Students tasks, Scope and sequence, Instructional strategy, Achievement, Writing, Instructional planning, Targeted instructional area	Teachers, Admin, Support Staff	Aug 22, 2016	Sep 16, 2016	Not started
✚ Provide staff professional development, structure school wide supports and assess the writing initiative for all teachers Tags: Teacher Teams/Collaboration, ILT, Students tasks, Scope and sequence, Instructional strategy, Achievement, Rigorous tasks, Writing, Surveys, Targeted instructional area	Admin, ILT	Aug 1, 2016	Jun 2, 2017	Not started
✚ Establish instructional priorities for reading and math after reviewing school wide quarterly data whereby students were required to show mastery of the common core state standards Tags: Rigorous tasks, Reflection, Instructional planning, Data analysis, Scope and sequence, Assessmnet, Data driven instruction, Data anaysis, Academic achievement	Admin	Jun 6, 2016	Jun 10, 2016	On-Track
✚ Carefully examine reading curriculum materials, study complex texts, and understand how text-dependent questions translate into text-based discussion and writing Tags: Rigorous tasks, Reflection, Instructional planning, Data analysis, Scope and sequence, Assessmnet	Teacher, Admin, ANET Partnership	Aug 1, 2016	Sep 5, 2016	Not started
✚ Carefully examine math curriculum materials in order to focus on the major work of each grade level and understand how tasks meet the demands and aspects of rigor called for by the standards Tags: Rigorous tasks, Reflection, Instructional planning, Data analysis, Scope and sequence, Assessmnet	Teacher, Admin, ANET Partnership	Aug 1, 2016	Sep 5, 2016	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial

assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.

5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews 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.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy   Complete

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

> Wadsworth school community and parents are encouraged to become actively involved in the school, LSC, and the Parental Advisory Council. We will consistently hold monthly LSC and NCLB (PAC) meetings as well as an Annual Open House for all parents at the beginning of the school year. Through these meetings parents are given the opportunity to provide input as to strategies and ideas that will enhance the educational process for all students at Wadsworth. Parents will be notified of these meetings via digital marquee, posted written notices, flyers, school website and monthly school calendars. All information will be distributed or relayed in language easy to comprehend.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> The Annual Title 1 Parent Meeting and the PAC Organizational Meeting will be scheduled for September 29, 2016 and the dates for future meetings to be held during the upcoming school year will be determined at this time. These meetings will be held monthly from October 2016 to September 2017 . Also, if at all possible they will be scheduled at least one week prior to the LSC meetings, so that any NCLB PAC requests may be reviewed for approval. The meetings will be held at a variety of times as a convenience to parents to allow maximum participation. Parents will be notified during our annual open house, digital marquee and written notices.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

> To ensure that parents become active participants in their child's education, we will review the parameters of the Title I program with them at the first NCLB PAC meeting in the fall. Our principal and appropriate staff will present pertinent information to parents that will describe and explain the core curriculum, expectations for being a STEM school and instructional support mechanisms in place for their child to achieve expected proficiency levels on interim, benchmark and state mandated assessments. This information will also be provided at our annual open house, parent meetings and report card pick up days.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

All parents will be provided with their child's assessment results during report card pick up and other scheduled parent teacher conferences. The results will be explained in a format easily understood by the parent. Parents will also be encouraged to enroll in the parent portal to have access to their child's grades and academic progress.

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.

Parents will receive a copy of their child's academic performance on the NWEA/PARCC assessment on several occasions throughout the academic school year. The school will send out a report of the NWEA/PARCC scores at the beginning of the academic school year and prior to taking the NWEA/PARCC assessment for the same year. Parents will also have the option to request a printed report of their child's NWEA/PARCC assessment scores at any time during the academic school year.

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

Every effort is made by the school administration to only assign highly qualified teachers (HQT) to teach our students. However, if it occurs that students have been taught at least four (4) consecutive weeks by a NHQ (not Highly-Qualified) teacher, the school will forward a letter in a timely manner notifying parents of this fact. The letter will be written in language easy to comprehend.

Schools will assist parents of participating NCLB 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 will be a continuous effort throughout the school year utilizing the first NCLB PAC meeting of the school year as a foundation where an overview of the NCLB Title I program is presented. Each component will subsequently be addressed in greater detail at each of the following NCLB PAC meetings to progress monitor and ensure access to resources for their child's ovreall academic success.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Throughout the academic school year parents will be provided with resources, materials, literacy and technology training to assist them in partnering with the school to improve their child's academic performance. Monthly meetings, scheduled seminars and trainings will be held to better equip the parents about the school's curriculum and academic initiatives. At the monthly PAC meetings, incentives will be provided to encourage parental involvement and a parent-to parent recruitment program will be implemented.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Wadsworth teachers and support staff will be participate in on-going professional development to ensure educators understand various ways to foster and sustain working relationships with parents that treat them as partners in our educational community. Teachers will be required to make regular calls communicating with parents academic expectations and strategies to help students reach their full academic potential.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

The Wadsworth CPC (Child Parent Center) program will continue to provide parents with resources, materials and information to assist parents in preparing their children for kindergarten. Pre-school parents are also encouraged to attend monthly meetings, LSC meetings and monthly PAC meetings to gain an understanding of how to help their child succeed and prepare for kindergarten.

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

Communication with parents regarding monthly meetings are distributed in the form of flyers, newsletters and reminder notices. The documentation includes dates, times, locations and the school's contact information.

Policy Implementation Activities

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

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

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.)

> The Wadsworth educational community will effectively and appropriately facilitate students and academic and social development. The mission will be accomplished through the establishment of and adherence to measurable and clearly defined high academic expectations. Students will be educated in a nurturing and supportive educational community that is genuinely committed to ensuring all students reach their full potential academically and socially. Wadsworth PreK-8 will establish and maintain an environment where students and staff, along with parents, guardians, and community stakeholders come together as a community of life-long learners to ensure that our students will be empowered to reach their full potential, as well as become adult citizens who are capable of making legitimate contributions to their respective communities and beyond.

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.

> Parents are informed at the beginning of the academic school year of scheduled parent-teacher conference days to be held once in the first quarter and once in the third quarter. (November 9, 2016 and April 19, 2017) Parents are also informed via newsletters and during monthly meetings of their option to request a parent-teacher conference with their child's teacher throughout the academic school year to monitor their child's academic progress.

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

> All parents will be provided with the school performance profiles and assistance with interpreting the child's assessment results. They will also be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet. Students will receive a quarterly progress report at the half-way point for each marking period for parents to be informed of their child's progress. In addition to the progress reports, parents receive a formal report card at the end of each quarter for their children and may request a copy of their child's report card from the school counselor.

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

> Parents are able to access and schedule appointments for conferences via staff e-mail, phone, written correspondence and in person school visits. Teachers are available to meet with parents on school days between 8:00 am and 3:00 pm during the teacher's designated planning time. Appointments are also available after school ends at 3:00 pm. Locations for conferences may vary and can be held in the classroom, designated conference rooms and/or the administrative offices. Parents are also encouraged to communicate with their child's teacher to request a conference, check weekly progress and/or schedule a convenient time to meet with the teacher about their child's academic progress.

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

> The Wadsworth school community encourages parents to offer their time and talents to support the academic success of their children. Parents are welcomed in the building and at any time may request with the teacher a specific time in which the parent may volunteer, participate and observe classroom activities throughout the academic school year.

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

> Our school has a number of programs to help parents support literacy and math instruction for students in all grade levels. During monthly meetings, newsletters and parent-teacher conferences, parents are made aware of our programs and provided with tips and suggestion on ways they can support their children with academic instruction at home.

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

> Through a series of meetings, conferences and seminars, parents are made aware of the school's continuous plan to increase academic achievement whereby their input is both valued and included in the annual plans.

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).

> The students of Wadsworth PreK-8 STEM will share in the responsibility for improving their academic achievement by attending school on a consistent basis, displaying a positive attitude towards their education, working towards classroom and curricular incentives. The students will also learn how to build character as they become immersed into the new literacy curriculum, earn points associated with reading and gain a deeper understanding in mathematics via non-language based, visual instructional software. Students will be encouraged to take responsibility for their education through the successful implementation of P.B.I.S. Student incentives and award recognition will also be provided to acknowledge and support academic achievement.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The

overarching goal is to increase student academic achievement through parental involvement; specify your goals.

As a Parent Advisory Council, we would like to learn and provide the greater Wadsworth STEM parent community with information and resources to help ensure all students and families understand the benefits of STEM. We would like for parents to develop a growth mind-set, leverage educational programming at home, increase the number of STEM-related family outings, and help their children make career connections in the STEM fields. Though various initiatives sponsored by the Wadsworth STEM PAC we hope to empower our parent community to embrace STEM and continue to advocate for excellence for the families in our community.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ Amount .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ Amount .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00
53510	**Postage** Must be used for parent involvement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ Amount .00