



Wildwood IB World Magnet School (/school-plans/472) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/12/2016	LSC	Intro to process, including aligning IB Self-study and CIWP work
02/05/2016	Faculty and Staff	Using SEF - evidence and rating in teams
03/07/2016	Balen and Kareotes	Data review and evidence entry

03/22/2016	Balen and Cunat	Review and discuss priorities
03/23/2016	Balen and Kareotes	Data review and evidence entry
03/24/2016	Balen and Cunat	Continue evidence discussion and entry
03/29/2016	CIWP open meeting- parents and teachers in attendance	Community review and discussion of priorities and strategies
04/08/2016	Certified Staff	Priorities and Strategies
04/05/2016	Certified Staff	Review of Coherence on IB Priorities
04/11/2016	Balen and Cunat	Action plan, goals
04/25/2016	Balen and Cunat	Continue to add action steps and timelines
04/26/2016	Certified Staff	Review semi-final draft, action steps
05/05/2016	CIWP open meeting - parents and teachers in attendance	Community review of strategies and action steps
05/10/2016	LSC	CIWP Approval
05/06/2016	Balen and Cunat	Revisions based on community meeting

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

Vision: A diverse learning community experiencing a rigorous and supportive academic life where every student is inspired to apply their passions and talents in a global society. The International Baccalaureate philosophy unites our teachers, staff, parents, and students to create a better world through knowledge and compassion.

Mission: We provide a nurturing, student-centered environment through engaging, inquiry based curriculum to foster students to be innovative thinkers who understand and act to effect change.

8/31/2015 - New to WW Orientation Night  
9/1/2015 - Kindergarten Orientation  
9/3/15 - 6th Grade Summit  
9/16/15 - Curriculum Night  
9/18/15 - International Peace Day  
11/18/15 - Student Led Conferences with Parents  
12/4/15 - Science 6th grade  
1/27/16 - Inquiry Fair - Grades 3 to 5  
3/2/16 - Grades 6-8  
3/10/16- Inquiry Fair Grades K-2  
6/14/16 - 5th Grade PYP - IB Exhibition

Formal / Informal means to articulate Wildwood's Vision

Parent Committees to develop shared mission/Vision - posted in hallway and also in school handbooks  
ex. International Night

Wildwood Weekly sent out to keep parents informed to know of the school's initiatives and priorities.

EVIDENCE:

-Wonder - (all school book read)  
-No Name Calling Week  
-Peace Day  
-Second Step  
-Chrome Books  
-Fundraising for 8th Grade trip to DC  
-Extended Day  
-Restorative Circles  
-Buddy Readers

Staff inspire a culture of collective responsibility for the success of ALL students in the whole school.

Teacher-Led Professional Development

3-2-1

Professional Learning Communities

Peer Observations

Staff member participate on a committee (Spelling Bee, Ravinia, ILT)

## 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	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

### 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

\*\* Summary - The ILT is responsible for several priorities for the school year. The ILT needs to disseminate the information to the staff and provide them with guidance and support on implementation but also monitoring data to see if students are progressing.

ILT has focused upon personalized learning for students in order to increase academic independence and personal growth. Wildwood has been an IB school for the past 16 years and IB is now embedded within all priorities of the school.

In the classroom teachers are doing

- weekly menus (students has voice and choice on what they have to complete on a weekly basis
- personal planner (K-2 - students are assigned specific goals per center based on the child - Center for play)
- digital tools - ACHIEVE 3000, Dyned, Big Universe, Khan Academy, IXL. Think through Math, ThinkCerca-

ILT has provided teachers with NWEA benchmarks as a tool to help them identify and monitor their students. The ILT provides support for teachers to assist them in using this data to provide students with opportunities for improvement.

NOTES:

??Ask teachers of younger grades K-1 - if students need to be given enough time for creative play

Differentiation of the Younger grades

-Modifying tasks, different readings, different levels of math problems

\*\*Ask Staff on ILT - Would it benefit next year for ILT to focus on ONE priority - Suggestion the ILT provides the staff 3 to 4 choices

- staff takes a vote - If we are implementing this priority what changes would be happening in the classroom to improve student outcomes.

### 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	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4d. Growing and Developing Professionally</a>
	<a href="#">4e. Demonstrating Professionalism</a>
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

Professional Days - 3 full school days 11/13/2015, 2/5/2015, 4/8/2016 - every other week all staff meets for an hour  
Flexible Professional Development - Teachers meet at 7:45 and this every other week  
ex. IB Portfolios, Culture & Climate, Assessment Readiness, Curriculum Development, Discussion of Student Work  
Extended Day - Professional development throughout the year on focused topics where teachers may attend  
Professional Learning Communities- Once a month - Cross Grade/ Cross Subject discussions  
Peer Observations  
Personalized Learning - Continuous discussion of evaluating tools to administer and monitor.  
New Teacher Mentors  
Grade level meetings (weekly)  
Team Meetings (bi-weekly)

During 2015-16, 23 certified teachers have completed IB professional development- These are 3 day workshops

Math and Literacy Leaders workshop from the Network

Wildwood has been part of the the district algebra initiative (5 years) and part of the DePaul mathematics initiative (4 years); math team brings professional learning to rest of staff at least quarterly.

Principal Leads Professional Learning Community of other principals on personalized learning

Wildwood Teacher Personalized Learning and Diversity Professional Learning Communities meet regularly

## 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	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

### 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

Instructional resources are determined by Grade level. LSC Votes on school fees;

Grants sought and earned (Donors Choose, Public Education Fund, Next Generation Learning Challenge)

Fundraising through PTA and Friends of Wildwood

SBB, SGSA, and Title II funding are used for teacher salaries. LSC approves all expenditures and approves the use of limited funding for teacher salaries.

Community partnerships: numerous after school programs, Chicago Park District, YMCA, Chicago Children's Choir, Merit Music, Edgebrook Women's Club, EnergyCon, Museums

Justifications for Special Ed positions (teacher and assistant) sought regularly based on service minutes required - additional teacher and SECA positions granted this school year.

Master Schedule maximizes instructional time and provides time for teacher collaboration, grant implementation, intervention and enrichment.

## 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
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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.

Score

1 2 3 4

Score - Curriculum (3.5)

Teachers adhere to the CPS Content Frameworks (3)

- Teachers begin with CPS framework to plan design and implement instruction
- Teachers refers to the CPS framework it to make sure it aligns to CCSS standards
- Teachers have uploaded quarterly curriculum maps as well as IB units are uploaded to the Google Drive and shared with relevant staff
- These maps and IB units include reflections and changes online and shared use of CPS benchmark assessments

IB Program at Wildwood

(3) IB programs focuses on the central idea (big ideas) and the lines of inquiry emphasizes the essential questions. Our inquiry based approach teaches students the depth of the curriculum versus breadth. It does so through IB's key concepts. The POI (program of inquiry) in the Primary Years Program needs closer review of content so vertical planning between grades levels to discuss overlap or gaps.

Students are exposed and extended opportunities for grade appropriate levels of text complexity (4)

Teachers differentiate students by Lexile levels in upper grades and Fontas & Pinnell in lower grades. Resources teachers use Achieve 3000, Dyned, and on-line reading programs. Furthermore all teachers use NWEA as a resources for intervention strategies, monitor progress and trends.

## DIVERSE LEARNERS, ENGLISH LEARNERS & ADVANCED LEARNERS

This is an area where more attention is given to

\*\*\*\*?????????????????????The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners.

GOAL: Provide summer and quarterly professional development for Diverse Learner teachers that includes IB training, differentiation, and progress monitoring.

EVIDENCE: Diverse Learner teachers received professional development in progress monitoring, goal writing, and behavior management from our Network Diverse Learner Specialist.

Our diverse learner teachers are continuing to seek out professional development in areas like multi-sensory approaches.

The 4th-5th DL teacher (Ms. Sosa) attended 4 NWEA training to learn about progress monitoring and differentiating instruction based upon data analysis. The 4th-5th DL teacher (Ms. Sosa) attended the Orton-Gillingham professional development workshop focused on multi-sensory phonics approach.

As part of the PLC cohort #1 The 4th-5th DL teacher (Ms. Sosa) attended a variety of courses: Co-Teaching, Math EL, and Close Reading strategies. The Math EL and Close Reading strategies were focused on providing support for teacher in planning math and reading instruction that meets the linguistics needs of diverse learner students. The K-3 inclusion DL teacher (Ms. Tonietto) and 4th-5th DL teacher (Ms. Sosa) attended the Wilson Reading Intervention Program focused on multi-sensory phonics approach. (Sosa)

GOAL: Implement progress monitoring to transition students through the Least Restrictive Environment (LRE) continuum with attention to the IB learner profile.

Evidence: Diverse Learner Teachers have improved the quality of progress monitoring. Diverse learner teachers use the IB Curriculum Maps in order to modify and accommodate for our students with disabilities. DL teachers maintain a close collaboration with homeroom teachers to monitor students' performance, reflect on students' outcomes and adjust instruction based upon data. (Sosa)

Create systems and structures to increase compliance for the completion of annual reviews and evaluations (re-evaluations and initials

Evidence: The case manager has maintained the Diverse Learner Calendar. All meetings were planned for the entire year. Each meeting is planned 2 weeks in advance, with few exceptions. DL teachers facilitate annual IEP meetings. (Sosa)

GOAL: Create collaboration time for staff (general education teachers, teachers of diverse learners, and SECA's (Special Education Classroom Assistant) to develop inclusive practice for seamless curricular content instruction.

Evidence: Diverse learner teachers have requested that teachers share their lesson plans with them in order to more efficiently collaborate to ensure that Diverse learner teachers and SECA's have a standing Friday meeting to ensure that communication is frequent in regards to meeting their shared student's needs. General education teachers, DL teachers, and SECA's use technology to collaborate effectively and timely (e.g., Google documents). (Sosa)

GOAL: Target inclusion practice by building the capacity of staff to implement the co-teaching model (IB transdisciplinary collaboration).

Evidence: As part of the PLC cohort #1, the 4th-5th DL teacher (Ms. Sosa) and the 2nd grade teacher (Ms. Daresh) as well as the K-2nd DL teacher (Ms. Smusyn) and the 2nd grade teacher (Mr. Burrall) formed partnerships and attended a series of Co-Teaching training sessions. These teachers in collaboration, applied innovative instructional strategies using co-teaching models to better serve DL students targeting inclusion practice. (Sosa)

GOAL: Certified DL staff will create strategic scheduling to optimize the use of SECA supports.

Evidence: Diverse Learner teachers worked diligently to ensure that all students who have required SECA minutes written into their IEP have a schedule that ensures that these minutes are met. Students SECA minutes are being met. Each week, DL teacher meet with SECA's to debrief and reflect about students' progress for academic, behavior, and social skills. (Sosa)

GOAL: Provide school-wide professional development in the area of Multi-Tiered System of Supports (MTSS). Create and Implement systems and structures to address MTSS.

Evidence: An MTSS committee was established and has coordinated grade-level leaders to ensure that appropriate evidence based interventions are being used.

-Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (N/A)

-INTEGRATE ACADEMIC and SOCIAL EMOTIONAL LEARNING. (4)

Create a comprehensive school counseling program that addresses social emotional, academic and pre-secondary needs.

Evidence: The school counselor has created an Annual Agreement and Evidence Based Intervention Plan (EBIP) as required by the district.

Continue to build on the implementation of curricular practices that address the specific needs of our student, teacher, and parent community like, restorative practices, bullying prevention, courageous conversations, teaching tolerance, and sexual health.

Evidence: Second Step training, new teacher breakfast hosted by Climate and Culture, PTRCC meetings

One Book (All School Read), One Community Project, Climate and Culture would like to hold continued professional development



for the staff during PD (BCJ)

Create a comprehensive culture and climate school-wide calendar.

Evidence: This was completed during the summer work by the Climate and Culture team. (BCJ)

Provide professional development to staff on diversity that will increase and promote an atmosphere of acceptance and tolerance.

Evidence: The Climate and Culture Team brought Second City to encourage and promote the diversity conversations in our classrooms. (BCJ)

During the September 22 PD meeting the Climate and Culture team collected data through a survey regarding where the staff is feeling on diversity. We continue to work with Amina a specialist on diversity in literacy. (BCJ)

Teachers and students participate in restorative practices. Students participate in peace circles once a week as part of social emotional learning.

Second Step-Teachers discuss a variety of topics for students.

- Reach outside of the classroom for real world (or simulated) application. (4)

Web resources

Field trip

Ravinia & Merit Music Program

Maker Space

Hands on Application of IB units - ex. Using simple machines for problem-solving

Girls for Coding

Community Service Projects - Coat drives, Toy drive, Homeless Shelters

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#### SCIENCE, MATHEMATICS, LITERACY

SCIENCE: Implement cohesive and coherent Science and Social Science IB curricular continuua for grades K-8th that integrates the CPS Framework, NGSS, and Big History.

Goal: Continued support for Big History in 6-8. Strengthen and support inquiry and instruction through materials such as LabAids and other resources.

EVIDENCE: Big History is being taught as a complete course in 8th grade. LabAids units are being implemented in 6 - 8. (BCJ) activities and research. (AMB)

Goal: Identify cohesive science objectives by grade level (K-2, 3-5, 6-8) and strengthen science curriculum (IB, NGSS, CPS framework) across grade levels that integrates the language of Big History. Strengthen and support science inquiry, scientific experimentation, and instruction through materials such as FOSS Kits, LabAids, and other resources in a laboratory classroom. EVIDENCE: LabAids units are aligned to NGSS and support science inquiry and scientific experimentation. The language of Big History is being integrated in 8th grade. I will follow up with Natalia in the month of November to see in what ways I can assist her with this. (BCJ)

5th grades have weekly science lessons and specific units on Biomes and Astronomy which provide many hands-on science learning opportunities.(AMB)

Goal: Teachers will engage in on-going evaluation of alignment of objectives and resources using quarterly maps. Teachers in grades K-2, 3-5, 6-8 will meet to assess effectiveness of curriculum and resources and adjust accordingly. Science and Social Science Committees will identify available instructional resources and will have ownership over current and future resources.

EVIDENCE: This needs to be a priority moving forward. It's not really being done. (BCJ)

Teachers in 3-5 are meeting weekly in a Personalized Learning Committee focused on personalized learning. Curriculum maps are reviewed for effective coordination. (AMB)

Goal: Implement explicit instruction in research skills and processes as described by IB. For example, students will collect, record and test data. Students will learn to identify reliable references, create citations, and create a bibliography according to recognized conventions.

Evidence based writing and research assignments are assigned in Big History. Collecting, recording and testing data are discussed at length during first quarter in regards to Science Fair. (BCJ)

5th grade explores government systems to gain an understanding of how we organize ourselves to effectively manage our lives. The exploration of immigration is central and explored through a range of social science and humanities activities and research. (AMB)

6th grade student study various aspects of society and explore change in environment, urban development, social systems and government. Cooperative games are used to study communication. (AMB)

6th grade explores the spread of ideas through effective communication and analyzes perspective to learn how to make careful observations of situation, facts, ideas and opinions. (AMB)

7th grade explores time, place and space to learn about socio-economic and political processes and understand interdependent systems. (AMB)

7th grade research skills are honed when they explore systems, using logic to build arguments and reach conclusions. (AMB)

7th grade students use research and citation protocols in their study of identity to describe how it can be observed or constructed, asserted or shaped by external and internal influences. (AMB)

MATHEMATICS: Continue to strengthen the implementation of instructional practices aligned to CCSS Math with an emphasis on

conceptual understanding.

Goal: The math committee will support implementation of the CCSS Mathematical Practices and Habits of Mind with an emphasis on conceptual understanding and fluency in grades K-8th through whole staff professional development, vertical teams, peer observation, and one-on-one coaching. The math committee will ensure that instruction is aligned to IB mathematics objectives and assessment criteria.

Gallery walks for our school wide Problems of the Month; daily math and number talks; emphasis on explanations and understanding in daily math discussions;

EVIDENCE: Instructional practices and progress monitoring supported by quarterly maps will continue to focus on integrating strategies to develop student ownership of learning: increased mathematical discourse, use of precise mathematical vocabulary, and problem solving skills. Students will regularly participate in math talks, problem of the month gallery walks, presentation of multiple strategies, and construction of their own problems. Teachers will use students' misconceptions as learning opportunities.

Goal: Personalized Learning time; Purchase and implementation of Connected Math series will allow for a better conceptual understanding and more discourse around real world problems and tasks in the upper grades (6-8)

EVIDENCE: Students will self-assess their mathematical progress using IB's mathematical inquiry rubrics for all 4 objectives (Knowing and Understanding, Investigating Patterns, Communicating, Applying Mathematics in Real-Life Contexts).

MARS tasks are given and assessed using the 4 Math IB criteria

Goal: Use technological resources and homework assignments in a meaningful way to support math instruction. Teachers will provide differentiation with guided direction. Teachers will give feedback and next step instructions for their students.

EVIDENCE: Students use Khan Academy, Think Through Math, MARS tasks to demonstrate understanding of mathematical concepts.

LITERACY: Develop and implement coherent and cohesive instruction across all grade levels by providing instructional and curriculum alignment via a balanced literacy model which will include writing, guided reading, vocabulary, spelling, gradual release of responsibility, close reading with collaborative conversations, text analysis with text dependent questions, assessment of student annotation to inform instruction and digging deeper into classical literary works.

GOAL: Literacy committee will provide continued support for utilizing the literacy binders and quarterly maps as a resource and reference guide for literacy strategies, procedures, assessments aligned to CCSS (Common Core State Standards) by grade level and IB assessment criteria.

EVIDENCE :Literacy Committee (Kreydick, Braun, Mathis) will provide quarterly professional development for teachers. PD was also provided in the summer by Kreydick. Additional PD was provided when introducing the digital binders in Google Drive.

GOAL: Literacy Committee will continue to implement Wildwood's curriculum priorities e.g., vocabulary, sight word lists/guide, spelling, comprehension, fluency and assessment strategies to be implemented used across PYP and MYP planners.

EVIDENCE: Wordly Wise was ordered, Raz Kids and Reading, F & P Leveled Reading, A to Z subscriptions to support vocabulary, comprehension, fluency and assessment. Journaling every day in all grades

GOAL: Kindergarten through 5th grade will implement structures and supports for individualized and guided reading, including inquiry cycles.

EVIDENCE:Literacy leaders (Kreydick, Braun, Mathis) and grade level leads are supporting teachers with implementation of guided reading. Kreydick offers direct support, especially new teachers to new grade levels. Kreydick also pulls out students for extra support from other grade levels.

GOAL: Increase student autonomy by gradual release of responsibility across 6th through 8th in English Language Arts (ELA) instruction as defined by IB units of inquiry Key Concepts, Related Concepts and Global context. Students will engage in close reading strategies, student to student discussion, text analysis of text-dependent questions, and use of annotation to meet the IB Criteria D for Using Language to:

- i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

EVIDENCE: The Network focus for PD (Wildwood has three Teacher Leaders for the network--Braun, Kreydick and Mathis) is the use of Rigorous mentor texts to model Claim, Evidence, Analysis short and long-writes using argumentative strategies. Student artifacts include: Annotated passages, Collaborative Discussion Thinkpads and Venn Diagrams, Graphic Organizers to validate and organize thinking, argumentative essays using critical pieces of evidence from the text.

GOAL: Implement writing continuum across all grades relevant to PYP and MYP units of inquiry and CCSS. Writing instruction in all grades will include journaling, IB reflections, writing about reading. Writing Workshop will be the implementation model with attention to the revision process. Benchmark writing assignments will be mapped out by grade level with utilization of rubrics for feedback and assessment.

EVIDENCE: All grades are journaling every day. 4th grade is also having students come up with the prompts. 4th grade is also writing a daily home reflection to parents daily. Finally, for IB reflections, 4th grade is posting end of unit student reflections on Edmodo so that other students can read them.

All grades are following writing continuum quarterly essays, located in the literacy binders. Writer's Workshop is definitely happening in grades K-5. Teachers are using Daily 5 Work on Writing station

GOAL: In MYP, writing is attached to reading, with deep analysis of complex texts and a focus on Claim, Evidence and Analysis as well as developing the creative process through Writer's Workshop and modeled texts.

EVIDENCE: Mentor texts are being used to model literature analysis in grades 6 and 8 (Braun) and Kaur. Students are using graphic organizers to take quotes out of text, summarizing quotes, and analyzing quotes. There is a focus on Criterion C (producing text).

GOAL: Utilize organized classroom libraries to support IB units of inquiry. In the PYP programme, classroom libraries need to support the Transdisciplinary Themes. In the MYP programme, library resources for IB Literature instruction as well as the content areas need to be in place in a manner that promotes independent reading opportunities.

EVIDENCE: In 3rd, 4th and 5th, there is a designated area in the room labeled IB library and all of the books from the current unit of study are located there for further inquiry/investigation. Mathis is also working with Network 1 Literacy Leader to bring more urban and culturally diverse literature into our classroom libraries

## 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&scid=Y3BzLmVkdXrY3xneDoyYjllNGI4MmY3YTlxYTgz>), 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	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
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)

1 2 3 4

### Instructional Materials (3)

#### Aligned (4)

The unit plans are revised to align with CCSS, IB and CPS framework  
Curriculum maps show aligned maps  
NGSS  
There is Chromebook one-to-one integration

#### Materials are presented in a Varied and flexible manner (4)

personalized learning enhanced by digital resources and supports  
learning follows student  
teachers flexible with plans to meet student desires  
DL goals are individualized and work supports goal by CCSs and materials in individual bins

#### Intentionally planned (4)

programs have preassessments which level students and give appropriate  
DL have assistive technology available  
Espark and DynEd and  
digital programs meet students at their instructional level  
Easy CBM; MTSS supports based on needs of individual students

#### Equitably available (2)

use Knowledge Center  
need more resources and materials in native language  
language arts texts align to IB units and are differentiated based on lexiles, abilities, and interests  
could use more materials to better align EL and diverse learner needs

#### Include tools and supports (3)

chromebooks available for all, and technological supports are given  
tools/supports available but teachers could use more training and time

#### Include alternative pathways (4)

wildwood websites give links  
classroom materials include games  
online materials incorporate videos, games, etc. with student choice  
in summative goal-setting, students are given choice in methods of achieving a purpose

## 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	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1.a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1.b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1.c. Selecting Learning Objectives</a></li> <li><a href="#">1.d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>

### Rigorous Student Tasks:

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 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)

Score

1 2 3 4

## Rigorous Student Tasks (3.75)

### Begin with belief that all students can learn (4)

Student initiatives, IB student action plan as a result of learning  
Inquiry fair presentations  
student-led conferences  
History Fairs, Science Fair, Inquiry Fair, (International Night)  
student-led projects

### Plan and Assign Tasks that are cognitively challenging (4)

Personalized Learning class encourages students to find projects that are challenging, aligned  
robust understanding of mathematics  
reading and writing connections fuse IB units and skill development such as learning Latin and Greek roots

### Tasks Reflect shifts in Literacy (4)

reading and writing connections fuse IB units and skill development such as learning Latin and Greek roots  
students required to show evidence and cite sources in every assignment including writing and research projects  
units focus on argumentative writing using text based evidences

### Tasks Reflect shifts in Math (3.5)

Problem of the Month  
Access in CIWP is strong focus  
FAL's and MARS tasks  
Benchmarks  
Focus on understanding and depth of high level problems  
Conceptual math

### Create Opportunities for students to create authentic work for real audiences to motivate (4)

FAIRS (Inquiry; Exhibition; History; Science, etc.)  
Personalized Learning  
Student initiated action and community projects  
We Day

### Examine student work to identify and showcase the qualities of strategic thinking (3)

peer assessments rubrics are utilized extensively  
students provide constant feedback (written and spoken) to others in the processes of achieving a goal  
Gallery Walk in math  
Science fair critiques

## 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](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	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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)

#### TRANSITIONS, COLLEGE AND CAREER ACCESS AND PERSISTENCE (3.5)

Transitions (2)

We need a LOT of time to sit together and address the issues of students that come from the prior grade.  
We need to establish common understanding of our incoming students.

Awareness (4): Giving exposure to students about college through faculty college alma maters through College Day

Career Day - parents and community members invited to present to classes

High School and College Inquiry Project for 7th and 8th grade

Personal projects have a career focus

Personalized Learning provides opportunities for exploration of future career paths and specific academic pathways to academic success

Approaches to Learning addressed throughout MYP units - necessary skills and habits for academic and career success are integral to ATL.

Diverse Learner transition plans mandated and completed for all 8th grade going to high school.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### 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

REACH framework for teaching (adapted from Charlotte Danielson) utilized for teacher observation, and evidence-based feedback, and evaluation. 93% Wildwood teachers earn proficient and distinguished on all components of this framework.

IB interdisciplinary and transdisciplinary mandates ensure that teachers develop cross-curricular units and a variety of instructional strategies that connect content in both local and global contexts. These units are inquiry based, and as such incorporate student voice and ownership of the content and learning experience.

Assessment framework - State, describe, analyze, evaluate, synthesize to ensure assessment of understanding at deeper levels

IB action component emphasizes application of learning through action and change - promotes action and self-direction.

## 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	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### 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

We have an MTSS team (Ms. Kaur, Ms. Kelley, Ms. Kreydic, Mr. Wiedegreen and Ms. Sosa) organized by cluster level. Their responsibility is to make sure that all teachers understand progress monitoring and that they are having specific discussions about tier II an III support.

MTSS is a topic of emphasis during grade level meetings twice a quarter. Teachers have undergone MTSS Professional Development (January). We have red flagged students that need special attention and shared with the pertinent teachers. Ms. Cunat the principal has held one-on-one support to teachers to identify academic strategies to support specific students.

We have purchased multiple copies of intervention handbooks as well as digital resources such as Premium Level Easy CBM. For the Primary Grades teachers use the progress monitoring tools within mClass in reading. We also implement Fountas and Pinnell Intervention Toll Kits for struggling readers in K-3.

To insure that we are providing strong Tier I differentiated instruction, on targeted skills within NWEA reading and math RIT bands, teachers provide resources through WIN (What I Need) folders to every student.

We have also purchase adaptive technology to support academic progress for all

- **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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
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

Balanced Assessment And Grading  
MCLASS - K-2 (Reading)  
NWEA - Math, Reading  
Reach -MATH - Beginning of the Year (BOY), Middle of the Year (MOY), End of Year) Assesment (grades 2-8)  
IB Formative/ Summative End of Unit Assessments  
PARCC  
IEP Data Charts (Progress Monitoring)

1. Grading for LITERACY
2. Evidence: We use assessment K-2 mclass and easy cbm, fountas and pinnell, reading a-z, weekly k-1 sight word and spelling assessments, 2-7 weekly wordly wise vocabulary assessments, mars tasks, math talks, grade level automaticity benchmark assessments
3. Assisted tech, small groups, student mentoring, student menu for student choice in how they prove mastery of content and how they are going to express their learning, WIN folders, oral questioning, using anchor charts to reinforce skill taughts and students to those as needed. Creating rubrics so students know what is expected of them.
4. Shifting toward personalized learning. Attending Network Professional Development in Reading and math. Wildwood PLC. Universal Design. 21st Century learning. Classroom teacher and students creating assessments.
5. ACCESS assessments and visual in grades k-1 for vocabulary.
6. Discuss in grade level meeting, professional development, discuss what is working what instructional needs of students based on data
7. Teachers work together to create assessments at grade level in formal and informal meetings. Grading benchmark assessments in grade level teams.
8. Classroom rubrics, IB performance rubrics,

## 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
	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
CPS Framework for Teaching	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

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.

Score

1 2 3 4

#### CULTURE FOR LEARNING-4

NEED: Make sure expectations are hung in areas outside of classrooms

Create a culture that reflects a shared belief in the importance of learning and hard work.

IB design cycle

student led conferences

Inquiry fair

Personalized learning

student created rubrics

WIN folders (NWEA Scores / Resources for the Student's Ability)

IB learner profiles

4

Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.

IB learner profiles

Second Step Posters

Going over CC standards with students

79% - Attendance club

Pair students with staff for support

No name calling week

Restorative practices

Second Step

3

Encourage students to take ownership...

K and 8 buddies

Multi-age makers peer club

IB reflections

Peer mentors

Peer assessments

cross-classrooms presentations

IB portfolios

4

Provide students frequent informative feedback

student led conferences

WIN folders

Personalized learning menu

formative and summative assessments

IB rubrics

student created rubrics and checklists

homework log completed

Regular updating of grade book

Open communication with teachers

Online digital tools feedback

4

Develop Academic mindsets and behavior

Second Step

WIN folders

IB Profiles

Service projects

Updating grade book

Frequent student conferences

Encourage autonomous learning in every way

#### 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	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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

## RELATIONAL TRUST-3

Need for diversity and improvement of respectful relationships between peers

Develop trusting relationships with students

Check-in and Check-out with staff

School counselor leading peace circles

Individual counselings

Restorative Practices

Peer mentors

Second Step

Sexual Health Education

4

Adult-student interactions are positive, caring, and respectful

My school my voice

Coaching

mentors

science club

student council

Student interactions are mutually...

Mix it up day

No name calling week

Kindness month

K-8 buddies

Lessons on conflict resolution

Threads of thanks

Culture and climate year agenda

Second Step

My voice my school

Understand diversity

Climate and culture agenda

Diverse literature mentor

Second City

IB Culture

No name calling week

International night

One book One school

Strong Inclusion

2

Support and respect one another personally professionally teacher-teacher trust. teacher-principal trust

Committees

Staff breakfast

Second City

PLCs

Grade-level meetings

Admin throwing holiday parties

Staff's willingness to go above and beyond with committee work, stay late, come in early (check our time sheets)

3

## 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

### Student Voice, Engagement, & Civic Life:

Score

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.

1 2 3 4

#### STUDENT VOICE ENGAGEMENT, CIVIC LIFE-4

Equitable access to wide range of extra  
Any and all club  
band and chorus  
makers  
how do we include bus kids?  
Service projects  
IB/Magnet school  
4

Equitable access to rigorous courses  
Online resources  
electives  
All students have access  
4

## 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	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

#### SAFETY AND ORDER- 4

Essential Agreements are school wide.

Wildwood has the School and Teacher handbook outlining the policies and procedures for a safe and orderly environment. CCSR – 5 Essentials provided the ratings from students and the Wildwood Community: we received the highest rating possible.

We have a culture and climate committee that meets bi-weekly. This committee holds monthly events to build a positive school culture.

Our security staff, Ms. Reichert, is integral part of the school's programs and initiatives related to safety and order including: Arrivals, Dismissals, Busing, Recess Supervision, Hallway monitoring, site visitors, and emergency and safety drill.

Security cameras monitor internal and external public spaces.

We have a parent-teacher advisory council that meets quarterly to discuss issues of school culture and climate as well as concerns about bullying.

### 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

### Restorative Approaches to Discipline:

Score

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.

1 2 3 4

#### RESTORATIVE APPROACHES TO DISCIPLINE-4

Need: Encourage and track use of restorative practices and peace circles

Presently, we are one of five schools selected for a site review for exemplary social/emotional learning climate from the district. This site visit is based on evidence provided to the district on high levels of implementation of restorative practices, peace circles, positive approaches to discipline and a safe and orderly school climate.

### 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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:

Score

1 2 3 4

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.

#### PARENT PARTNERSHIP-4

Wildwood school has a 99% rating on parent involvement from the CCSR.  
We have an active PTA which runs numerous social and fundraising events throughout the year.

Here are other parent organizations at Wildwood.

- Local School Council (LSC): Sets local policy; evaluates principal; advises and approves budget. Meetings are OPEN to all; elections in April 2016
- Parent Teacher Association (PTA): Builds school community via volunteering, events, and fundraising to support numerous school initiatives and needs – meetings at 7:00pm
- Friends of Wildwood (FOW): Organizes major fundraising efforts (pledge drive, bricks, big-ticket raffles) for major instructional programs and priorities not funded by CPS
- Bilingual Advisory Council (BAC): Ensures the heritage and perspectives of all are included; supports all new families, especially non-English heritage
- Parent-Teacher Council for Promoting Positive Peer Relations: Meets quarterly to assess and advise on school culture and social-emotional concerns
- Fine Arts Board: Works with staff to ensure we are integrating the arts – it helps with some grant funding to have a parent-teacher committee on this.

### 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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
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 ☐ = Not of focus
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
4	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐

- 4 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline
- 4 Expectations for Quality & Character of School Life: Safety & Order
- 4 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1	2	3	4	5	⊗
1	2	3	4	5	⊗
1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Maintain high growth percentiles	83.00	99.00	99.00	99.00
<b>National School Growth Percentile - Math</b>				
Maintain high growth percentiles	42.00	97.00	98.00	99.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Increase % students meeting/exceeding national growth norms	49.40	(Blank)	55.00	60.00
<b>African-American Growth Percentile - Reading</b>				
Not enough of a population for measure - we want all students to meet high growth levels regardless of race	(Blank)	(Blank)	99.00	99.00
<b>Hispanic Growth Percentile - Reading</b>				
Increase growth in Hispanic reading	45.00	97.00	98.00	99.00
<b>English Learner Growth Percentile - Reading</b>				
Not enough of a population for measure - we want all students to meet high growth levels	(Blank)	(Blank)	98.00	99.00
<b>Diverse Learner Growth Percentile - Reading</b>				
Increase growth in Diverse Learner Reading	(Blank)	87.00	89.00	91.00
<b>African-American Growth Percentile - Math</b>				
Not enough of a population for measure - we want all students to meet high growth levels regardless of race	(Blank)	(Blank)	98.00	99.00
<b>Hispanic Growth Percentile - Math</b>				
Increase growth in Hispanic math	14.00	91.00	92.00	94.00
<b>English Learner Growth Percentile - Math</b>				
Not enough of a population for measure - we want all students to meet high growth levels	(Blank)	(Blank)	92.00	92.00
<b>Diverse Learner Growth Percentile - Math</b>				
Increase growth in Diverse Learner math	(Blank)	88.00	90.00	92.00

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

Maintain high attainment across grades	98.00	99.00	99.00	99.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Maintain high attainment across grades	98.00	99.00	99.00	99.00
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**National School Attainment Percentile - Reading (Grade 2)**

Maintain high attainment across grades	95.00	99.00	99.00	99.00
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**National School Attainment Percentile - Math (Grade 2)**

Maintain high attainment across grades	85.00	99.00	99.00	99.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Increase % students making Sufficient Annual Progress on ACCESS-	46.40	53.30	58.00	62.00
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**Average Daily Attendance Rate**

Increase daily attendance average	96.20	96.40	96.50	96.60
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**My Voice, My School 5 Essentials Survey**

Increase student engagement / challenge measures; Move the needle of supportive environment to VERY STRONG; move the needle to STRONG on teacher influence and program coherence; move to STRONG for instruction to English Learners - based on these results being neutral in FY2015 -much development on social-emotional learning in 2015-16 has informed this goal, including school wide implementation of Second Step. We have been designated as a supportive school and are being considered for exemplary status (Spring 2016) as a result of our school wide efforts this year.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

2 of 2 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Preparation and Completion of External IB Evaluation 2016-17 -PYP				
Gather evidence for and respond to evaluation and feedback for improving IB Implementation	1.00	2.00	3.00	4.00
Preparation and Completion of External IB Evaluation 2017-18 -MYP				
Gather evidence for and respond to evaluation and feedback for improving IB Implementation	0.00	1.00	2.00	3.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Establish IB Professional Learning Cycles of Inquiry as a PD/distributed (teacher) leadership structure from planning, to implementation, to evaluation Sample topics: Effective Feedback, IB Assessment Framework, Grading, Co-Planning/Co-teaching

a more concrete focus on improving specific instructional strategies and progress monitoring towards advancing academic success and ensuring academic growth within an explicit IB context in PYP and MYP units of inquiry

observable and measurable structures for monitoring and collecting evidence about instructional quality and student learning

Tags:

Specialized Academic Programs - IB, Personalized Learning, Cycles of professional learning, Trust, Reflection

Area(s) of focus:

4, 1, 2

Action step

Responsible

Timeframe

Evidence for status

Status

Provide PD for teacher leaders on professional learning cycles; delegate tasks, roles, and timelines for each cycle

Principal

Jul 18, 2016 to Jun 18, 2018

agendas, PD plans Flex PD 3-14-2017:

On-Track

7:45-7:55 Ana Bafia and Stephanie Stankus will share about their amazing grade-level collaboration and communication. Planning, weekly newsletters, websites, and sharing the load of organizing instructional activities...they have collaboration down to an art and science and will share their strategies for making it happen.

7:55-8:10 Michael Mroz has some magic to share. He is using Class Dojo to give feedback to students on the attributes of the IB Learner Profile. He also attended a wonderful workshop last spring on the importance of keeping read alouds alive in K-8, and he embraced Power Writing in a really big way. I asked him to share his successes and to plan to lead extended day PD to support anyone invested in growing in these areas.

8:10-8:15 Nikki Kelsey attended some CPS MTSS professional development and came away with a template she thought would be useful for us. She will walk us through it and make it available, and can facilitate some PD for those interested.

8:15-8:30 Catherine Tanner is a curricular guru, and when I asked her to share some of her STEM / STEAM resources, she had a plethora. I've asked her to walk us through a few and expect many of you will want to spend a few extended day hours tapping these resources to enrich your units with investigation, experimentation, authentic inquiry, and design.

8:30-8:40 Team Wiedegreen, Burrall, Sosa, and Peters have been doing in-depth co-planning and co-teaching models that knock my socks off. I asked them to share their process and examples of what their planning work looks like. I am certain this team will be available to support these processes during extended day PD to those who are interested.

ILT will develop a scope and sequence for professional learning to strengthen IB implementation in context of personalized learning/assessment innovations.

The frameworks that will inform improvements will include Universal Design for Learning, Assessment for Understanding, and Meaningful Feedback.

Principal, IB  
Coordinator, ILT  
Teacher Leaders

Jul 18, 2016 to  
Jun 19, 2017

agendas, PD plans

On-Track

**Specialized Academic Programs - IB, Professional Learning, ILT**

Strategy 2

If we do...

Improve communications about "how we communicate" by providing a clear set of expectations, opportunities, structures, and resources regarding school to home communications

...then we see...

more parents expressing a sense that they know what is going on in school, what Wildwood IB is all about, and that they know where to find information if needed about what is going on in school, how to support their children, and communicate with teachers

...which leads to...

better understanding and support from parents regarding Wildwood's mission, vision, and education of every student - better coherence and evidence of increased parent satisfaction and comfort with school communications and interactions

Tags:  
Specialized Academic Programs - IB, Family and Community Engagement, Communication

Area(s) of focus:  
5, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Communications Task Force	Principal, LSC Communication Task Force Chair	Jul 5, 2016 to Jun 30, 2017	Meeting agendas, communication exemplars 09/01/16 task force meeting covering teacher to home communication 11/03/16 task force meeting regarding parent organization communication 12/14/2016 CIWP progress monitoring review meeting Schedule a  Fund raising calendar meeting.	On-Track

**Communication**

Communication about Communication	Principal	Apr 15, 2016 to Sep 16, 2016	Newsletters, LSC Principal Reports, Websites; List of ways teacher and school communicates provided in Principal's State of the School address April 12, 2016	On-Track
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**Communication**



Make explicit and provide Home-School Connections (e.g. newsletters, website entries, Second Step and Math Trailblazers parent page) and School to Home communication protocols

Counselor, Teacher

Sep 6, 2016 to May 31, 2017

Parent surveys, student surveys, teacher websites and communications  
12/14/16 parent sureveys sent, student surveys scheduled for 3Q, small percentage of teacher pages require updating, Second Step and Math Trailblazers communication requested to be posted on website.

On-Track

More work needs to be done.

**Social emotional, Communication**

Communication of the homework policy to stakeholders

Principal

Aug 19, 2016 to Jun 30, 2017

Agendas. Teacher communications, progress reports  
12/14/16 Current policy communicated. Evaluation of homework strategy being initiated.  
3/21/2017 Meeting to establish task force goals and next steps in this process.  
3/28/2017 Flex Pd for teachers about homework. This work is just starting so we have no homework policy that is strategically designed for grade levels

On-Track

**Expectations, Parent engagement**

IB Parent Workshops (semester) on various programmatic topics

IB Coordinator

Aug 26, 2016 to May 25, 2018

Meeting programs, invites, notes  
09/27/16 Completed on curriculum night.  
IB Coordinator will host parent meeting about Exhibition

On-Track

**Parent engagement**

Create a newsletter template for PYP for every unit to be distributed 6 times a year.

IB Coordinator

Aug 19, 2016 to Sep 6, 2016

Newsletter  
12/14/16 Individual grades have decided to distribute their own grade appropriate templates. Kindergarten teachers will provide PD about newsletters to teachers not providing information to parents.

Postponed

**Specialized Academic Programs - IB, Family and Community Engagement, Communication**

Three times a year - MYP teachers 6-8 newsletter about units of inquiry, Key Concepts, Related Concepts and grade-level news

IB Coordinator

Aug 19, 2016 to Sep 6, 2016

Newsletters  
12/14/16 In place of newsletters, 6-7-8th grade teachers will be using their websites for communications.

Postponed

**Specialized Academic Programs - IB**

**Strategy 3**

If we do...

...then we see...

...which leads to...

Develop intensive focus on what is and isn't

increased professional capacity around MTSS,

better differentiated and personalized

working regarding Tier 1 academic and behavior interventions for all learners, with a special emphasis on academic and language supports to English Learners, and provide regular professional development, support, and accountability for high quality Tier 1 in instructional and assessment planning

Ensure effective and differentiated Tier 1 instruction and supports that consider the individual strengths, needs, goals, and motivations of each learner (academic and SEL)

Universal Design for Learning, strong academic and behavior interventions, and meaningful enrichment

instruction and assessment which leads to commensurate growth for all demographic cohorts; maximizing every student's learning experiences every day, resulting in continued high achievement and growth and improved achievement and growth for our most vulnerable learners

Tags: MTSS, English Learners, Restorative approaches, Behavior supports;

Area(s) of focus: 3, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Develop PD for progress monitoring behavior, including building repertoire of Tier 1 strategies, including detailed planning using Tier 1 behavior interventions and supports for problem behaviors	MTSS Team, Counselor,	Aug 19, 2016 to Apr 13, 2018	MTSS progress monitoring data 12/14/16 FlexPD dedicated to MTSS.  MTSS teams by quarters, reported in Gradework.  These teams meet with Ms. Cunat and Ms. Kelly.	On-Track

**MTSS, Restorative approaches, Behavior supports;**

Continue to use Peace Circles and restorative practices within Social Emotional Learning contexts throughout students' learning experiences	MTSS Team, Assistant Principal, Counselor,	Aug 22, 2016 to Apr 27, 2018	MTSS progress monitoring data, behavior anecdotal data 12/14/16 Tier 2/3 MTSS support team in place. This practice is on-going.	On-Track
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**MTSS, English Learners**

Ensure WIDA standards are integrated into unit and lesson plans for all classes with ELs	MTSS Team, Principal, EL Coordinator	Aug 22, 2016 to May 18, 2018	Unit plans, assessments, student work samples 12/14/16 EL co-ordinator providing framework for EL services and support. 3/22/2017 Ms. Cunat attended PD on WIDA Standards and Practices to strengthen ELL's academic language across disciplines. WIDA Coordinator participated in WIDA 103.	On-Track
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**MTSS, English Learners**

Strategy 4

If we do...

...then we see...

...which leads to...

Strengthen planning and implementation of inclusion and co-teaching models with an emphasis on Universal Design for Learning in an IB Context

teachers strategically and collaboratively planning, teaching, assessing, and supporting learners, sharing the load and ensuring every student's academic and social emotional needs are attended to

improved student outcomes with all students feeling connected and empowered in school; maximizing every student's learning experiences every day, resulting in continued high achievement and growth and improved achievement and growth for our most vulnerable learners

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Evidence for status	Status
Diverse Learner and Gen Ed teachers provided weekly collaborative sessions for planning and assessment to ensure IB Units are modified according to IEPs and 504s	Principal	Aug 22, 2016 to May 25, 2018	Master Schedule, co-teaching planning documents 12/14/16 Bi-weekly meetings, PD, review of co-plan documents, and IB planners show progress. 3/28/2017 This is on-going	On-Track

**Scheduling, Co-teaching, Inclusion**

Provide PD to strengthen understanding of co-teaching models	Diverse Learner lead	Sep 23, 2016 to Apr 21, 2017	reflections, feedback for CIWP 12/14/16 Co-teaching models have been initiated. Teachers document what co-teaching model they are implementing and with whom.	Completed
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**Professional Learning, Co-teaching, Inclusion**

Create timelines with checkpoints and supports for authentic implementation of co-teaching	Principal DL Lead Teacher leaders	May 12, 2016 to Sep 8, 2017	Timelines, co-teaching checklists; 12/14/16 Started ahead of schedule. 3/24/2017 Bi-Weekly co-teaching plans submitted to Ms. Cunat for review.	On-Track
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**Diverse Learners, Co-teaching, Inclusion**

Create and implement systems to gather information, evaluate, and improve implementation of specific co-teaching models implemented	Principal DL Lead Teacher leaders	Sep 11, 2017 to Apr 20, 2018	Co-teaching rubrics and checklists	On-Track
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**Diverse Learners, Accountability, Co-teaching, Ciwp**

IB units articulate co-teaching plans, including as relevant modifications and accommodations for DLs; ongoing revision to IB units as teacher understanding and practice of co-teaching deepens	Grade level teams including gen ed and DL teachers	Sep 16, 2016 to May 19, 2017	IB units 12/14/16 Completed for MYP. Jan and Feb. IB Key Concepts articulated across academic disciplines by IB Coordinator.	On-Track
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**Diverse Learners, Specialized Academic Programs - IB, Curriculum, Co-teaching**

Strategy 5

If we do...	...then we see...	...which leads to...
<p>Increase staff capacity on providing to students and each other specific, measurable, concrete, positive, relevant, and growth-oriented feedback as part of embedded formative assessment as well as summative assessment</p> <p>The professional learning on meaningful feedback will strengthen anticipated shifts in grading and assessment practices as well as lead to innovations and transformation in the</p>	<p>students understanding next steps for improving work and showing evidence of learning</p>	<p>maximizing every student's learning experiences every day, resulting in continued high achievement and growth and improved achievement and growth for our most vulnerable learners</p>


purposes and experience of homework (see Strategy 6)


Tags:


Cycles of professional learning, Formative, Feedback, Assessments


Area(s) of focus:

4, 1

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

ILT read and research best practices for providing growth oriented high quality feedback

Principal

Jun 20, 2016 to Jul 15, 2016

Book notes, outlines, PD brainstorms  
12/14/16 MYP, MTSS, co-teaching, grade level readiness, and standards based assessment took priority.

Postponed

### Cycles of professional learning, Feedback

Teacher Leadership Team plans professional development/ learning cycles on feedback

Teacher leaders

Jul 15, 2016 to Aug 19, 2016

PD agendas and materials, implementation calendar  
12/14/16 MYP, MTSS, co-teaching, grade level readiness, and standards based assessment took priority.

Postponed

### Professional Learning, Feedback

Implement professional learning cycle, including teacher meetings, implementation, review of samples for feedback, reflection, next steps, outline ongoing support and implementation, celebrations

teacher leaders

Aug 22, 2016 to Oct 21, 2016

Samples of teacher to student feedback, teacher to teacher feedback, surveys,  
12/14/16 MYP, MTSS, co-teaching, grade level readiness, and standards based assessment took priority.  
Wildwood IB Writing Continuum work across k-8th grade

Postponed

### Professional Learning, Feedback

Embed formative assessment and progress monitoring within and across IB units AND personalized learning structures.

Principal, Cluster Leads, IB Coordinator

Aug 22, 2016 to Jun 2, 2017

Assessment designs, quarterly assessment reflections  
12/14/16 Formative assessments and reflections completed.  
Continuous review of planners for effective formative assessments.

On-Track

### Specialized Academic Programs - IB, Progress monitoring, Formative assessment

PD session for professional reflection on cycle of inquiry on feedback

Principal, teacher leaders

Oct 28, 2016 to Dec 9, 2016

Teacher reflections  
12/14/16 MYP, MTSS, co-teaching, grade level readiness, and standards based assessment took priority.

Postponed

### Feedback, Teacher reflection

Year 2: Evaluation and ongoing revision of high quality feedback

teacher leaders

Sep 2, 2016 to Apr 14, 2017

feedback  
12/14/16 MYP, MTSS, co-teaching, grade level readiness, and standards based assessment took priority.

Postponed

### Feedback

## Strategy 6

If we do...

Conduct professional inquiry into best practices and evaluate our current homework and grading practices across a K-8 continuum

Theory: We need to strengthen our understanding of assessment and grading to refine the kinds of tasks and projects that are assigned AND how evidence of the work/performance informs grading.

Teachers need to go from an "assign" mentality (curriculum and school are a series of tasks and tests to be completed and graded) to a learning by "design" mentality, with subsequent learning experiences, tasks, and assessments which will provide evidence of desired learning and growth (academic, social-emotional, creative, wellness)

...then we see...

a decrease in emphasizing grades and homework as task completion and averages

...which leads to...

assignments and assessments designed for deepening understanding and relevance; maximizing every student's learning experiences every day, resulting in continued high achievement and growth and improved achievement and growth for our most vulnerable learners

Tags:

Grading, Assessment design, Homework

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Further refine local homework and grading policies considering early implementation of research based best practices

Teachers

Aug 17, 2017 to Nov 10, 2017

Parent and Teacher Handbooks 3/2017 Homework task force and PD for teachers

On-Track

### Grading, Communication, Homework

Parent workshops to explain assessment for understanding and shifts in grading practices

Teachers

Apr 21, 2017 to May 19, 2017

Newsletters, agendas, sign in sheets

Not started

### Grading, Communication, Homework

Communicate with stakeholders the shift in approaches to homework and assessment

Teachers

Jan 23, 2017 to Jun 9, 2017

Parent communications Homework Task Force 3-10-2017 Homework Teacher Survey 2-27-2017 Parent Homework survey in development.

On-Track

### Grading, Homework

Teacher, parent, and student surveys on homework

Homework Task Force

Sep 2, 2016 to Oct 7, 2016

Survey data, analysis, working/not working, priority shifts 12/14/16 Surveys scheduled for 3Q

On-Track

### Homework, Survey

Teacher, parent, and student surveys on grades and grading twice a year.

Grading Task Force

Sep 2, 2016 to Oct 7, 2016

Survey data, 12/14/16 Surveys scheduled for 3Q

Behind

### Assessment, Grading, Survey

Conduct analytics, set priorities, draft policy changes regarding homework and grading.	Task Force	Oct 10, 2016 to Jan 20, 2017	analysis, working/not working, priority shifts	Not started
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**Assessment policy, Homework, Grading policy**

Deep dive into Wildwood IB Assessment Policy provided to the IB evaluation team to determine specific areas for ongoing professional development.	Principal IB Coordinator Teacher Leaders	Jul 25, 2016 to Sep 26, 2016	PD agendas and timelines 12/14/16 Completed 10/01/16	Completed
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**Professional development, Assessment policy**

Working sessions by grade level to explore practices and examine assumptions about homework and grading	Principal	Aug 24, 2016 to Sep 2, 2016	Workshop products: anchor charts, teacher reflections, teacher next steps 12/14/16 Not started at this time. 3/28/2017 Flex PD about educational literature on the topic of homework.	Not started
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**Grading, Homework, Action research**

Strategy 7

If we do...

Identify and restructure teacher leadership roles and responsibilities around CIWP priorities and strategies

...then we see...

fuller staff ownership and accountability of continuous improvement priorities

...which leads to...

maximizing every student's learning experiences every day, resulting in continued high achievement and growth and improved achievement and growth for our most vulnerable learners

Tags:

Specialized Academic Programs - IB, ILT, Cycles of professional learning

Area(s) of focus:

2, 4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Teacher leaders report to staff at school, cluster, and grade level meetings what occurs at team CIWP Strategy meetings	Principal Teacher Leaders	Aug 22, 2016 to Jun 8, 2018	Staff surveys PD Agendas 12/14/16 Teacher leadership reorganized	Completed

**Teacher Teams/Collaboration, ILT, Teacher leadership**

Teacher teams provide strategic plan with timelines and benchmark evidence for specific school improvement strategies for which they are responsible; these will be more detailed action plans for the CIWP strategies and include a description of the PD and support roll out for each action item	Principal Teacher Leaders	Jul 5, 2016 to Oct 7, 2016	Team goals and strategies, agendas, minutes, 12/14/16 Teams on track executing strategy Principal Directed Prep time	On-Track
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**Ciwp, Teacher leadership**

Continue 3-2-1 professional development structure for personalized professional development

Principal

Aug 23, 2016 to Jun 8, 2018

Teacher reflections 12/14/16 Cancelled

Cancelled

**Professional Learning**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide PD for teacher leaders on professional learning cycles; delegate tasks, roles, and timelines for each cycle Tags: Specialized Academic Programs - IB, Personalized Learning, Cycles of professional learning, Trust, Reflection, Cycles of professional learning</p>	Principal	Jul 18, 2016	Jun 18, 2018	On-Track
<p>✚ ILT will develop a scope and sequence for professional learning to strengthen IB implementation in context of personalized learning/assessment innovations. The frameworks that will inform improvements will include Universal Design for Learning, Assessment for Understanding, and Meaningful Feedback. Tags: Specialized Academic Programs - IB, Personalized Learning, Cycles of professional learning, Trust, Reflection, Specialized Academic Programs - IB, Professional Learning, ILT</p>	Principal, IB Coordinator, ILT Teacher Leaders	Jul 18, 2016	Jun 19, 2017	On-Track
<p>✚ Communications Task Force Tags: Specialized Academic Programs - IB, Family and Community Engagement, Communication, Communication</p>	Principal, LSC Communication Task Force Chair	Jul 5, 2016	Jun 30, 2017	On-Track
<p>✚ Communication about Communication Tags: Specialized Academic Programs - IB, Family and Community Engagement, Communication, Communication</p>	Principal	Apr 15, 2016	Sep 16, 2016	On-Track
<p>✚ Make explicit and provide Home-School Connections (e.g. newsletters, website entries, Second Step and Math Trailblazers parent page) and School to Home communication protocols Tags: Specialized Academic Programs - IB, Family and Community Engagement, Communication, Social emotional, Communication</p>	Counselor, Teacher	Sep 6, 2016	May 31, 2017	On-Track
<p>✚ Communication of the homework policy to stakeholders Tags: Specialized Academic Programs - IB, Family and Community Engagement, Communication, Expectations, Parent engagement</p>	Principal	Aug 19, 2016	Jun 30, 2017	On-Track
<p>✚ IB Parent Workshops (semester) on various programmatic topics Tags: Specialized Academic Programs - IB, Family and Community Engagement, Communication, Parent engagement</p>	IB Coordinator	Aug 26, 2016	May 25, 2018	On-Track
<p>✚ Create a newsletter template for PYP for every unit to be distributed 6 times a year. Tags: Specialized Academic Programs - IB, Family and Community Engagement, Communication, Specialized Academic Programs - IB, Family and Community Engagement, Communication</p>	IB Coordinator	Aug 19, 2016	Sep 6, 2016	Postponed
<p>✚ Three times a year - MYP teachers 6-8 newsletter about units of inquiry, Key Concepts, Related Concepts and grade-level news Tags: Specialized Academic Programs - IB, Family and Community Engagement, Communication, Specialized Academic Programs - IB</p>	IB Coordinator	Aug 19, 2016	Sep 6, 2016	Postponed
<p>✚ Develop PD for progress monitoring behavior, including building repertoire of Tier 1 strategies, including detailed planning using Tier 1 behavior interventions and supports for problem behaviors Tags: MTSS, English Learners, Restorative approaches, Behavior supports;, MTSS, Restorative approaches, Behavior supports;</p>	MTSS Team, Counselor,	Aug 19, 2016	Apr 13, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Continue to use Peace Circles and restorative practices within Social Emotional Learning contexts throughout students' learning experiences</p> <p>Tags: MTSS, English Learners, Restorative approaches, Behavior supports, MTSS, English Learners</p>	MTSS Team, Assistant Principal, Counselor,	Aug 22, 2016	Apr 27, 2018	On-Track
<p>✦ Ensure WIDA standards are integrated into unit and lesson plans for all classes with ELs</p> <p>Tags: MTSS, English Learners, Restorative approaches, Behavior supports, MTSS, English Learners</p>	MTSS Team, Principal, EL Coordinator	Aug 22, 2016	May 18, 2018	On-Track
<p>✦ Diverse Learner and Gen Ed teachers provided weekly collaborative sessions for planning and assessment to ensure IB Units are modified according to IEPs and 504s</p> <p>Tags: Diverse Learners, Academic expectations, Co-teaching, Inclusion, Scheduling, Co-teaching, Inclusion</p>	Principal	Aug 22, 2016	May 25, 2018	On-Track
<p>✦ Provide PD to strengthen understanding of co-teaching models</p> <p>Tags: Diverse Learners, Academic expectations, Co-teaching, Inclusion, Professional Learning, Co-teaching, Inclusion</p>	Diverse Learner lead	Sep 23, 2016	Apr 21, 2017	Completed
<p>✦ Create timelines with checkpoints and supports for authentic implementation of co-teaching</p> <p>Tags: Diverse Learners, Academic expectations, Co-teaching, Inclusion, Diverse Learners, Co-teaching, Inclusion</p>	Principal DL Lead Teacher leaders	May 12, 2016	Sep 8, 2017	On-Track
<p>✦ Create and implement systems to gather information, evaluate, and improve implementation of specific co-teaching models implemented</p> <p>Tags: Diverse Learners, Academic expectations, Co-teaching, Inclusion, Diverse Learners, Accountability, Co-teaching, Ciwp</p>	Principal DL Lead Teacher leaders	Sep 11, 2017	Apr 20, 2018	On-Track
<p>✦ IB units articulate co-teaching plans, including as relevant modifications and accommodations for DLs; ongoing revision to IB units as teacher understanding and practice of co-teaching deepens</p> <p>Tags: Diverse Learners, Academic expectations, Co-teaching, Inclusion, Diverse Learners, Specialized Academic Programs - IB, Curriculum, Co-teaching</p>	Grade level teams including gen ed and DL teachers	Sep 16, 2016	May 19, 2017	On-Track
<p>✦ ILT read and research best practices for providing growth oriented high quality feedback</p> <p>Tags: Cycles of professional learning, Formative, Feedback, Assessments, Cycles of professional learning, Feedback</p>	Principal	Jun 20, 2016	Jul 15, 2016	Postponed
<p>✦ Teacher Leadership Team plans professional development/ learning cycles on feedback</p> <p>Tags: Cycles of professional learning, Formative, Feedback, Assessments, Professional Learning, Feedback</p>	Teacher leaders	Jul 15, 2016	Aug 19, 2016	Postponed
<p>✦ Implement professional learning cycle, including teacher meetings, implementation, review of samples for feedback, reflection, next steps, outline ongoing support and implementation, celebrations</p> <p>Tags: Cycles of professional learning, Formative, Feedback, Assessments, Professional Learning, Feedback</p>	teacher leaders	Aug 22, 2016	Oct 21, 2016	Postponed
<p>✦ Embed formative assessment and progress monitoring within and across IB units AND personalized learning structures.</p> <p>Tags: Cycles of professional learning, Formative, Feedback, Assessments, Specialized Academic Programs - IB, Progress monitoring, Formative assessment</p>	Principal, Cluster Leads, IB Coordinator	Aug 22, 2016	Jun 2, 2017	On-Track
<p>✦ PD session for professional reflection on cycle of inquiry on feedback</p> <p>Tags: Cycles of professional learning, Formative, Feedback, Assessments, Feedback, Teacher reflection</p>	Principal, teacher leaders	Oct 28, 2016	Dec 9, 2016	Postponed
<p>✦ Year 2: Evaluation and ongoing revision of high quality feedback</p> <p>Tags: Cycles of professional learning, Formative, Feedback, Assessments, Feedback</p>	teacher leaders	Sep 2, 2016	Apr 14, 2017	Postponed
<p>✦ Further refine local homework and grading policies considering early implementation of research based best practices</p> <p>Tags: Grading, Assessment design, Homework, Grading, Communication, Homework</p>	Teachers	Aug 17, 2017	Nov 10, 2017	On-Track
<p>✦ Parent workshops to explain assessment for understanding and shifts in grading practices</p> <p>Tags: Grading, Assessment design, Homework, Grading, Communication, Homework</p>	Teachers	Apr 21, 2017	May 19, 2017	Not started



District priority and action step	Responsible	Start	End	Status
<p>✚ Communicate with stakeholders the shift in approaches to homework and assessment Tags: Grading, Assessment design, Homework, Grading, Homework</p>	Teachers	Jan 23, 2017	Jun 9, 2017	On-Track
<p>✚ Teacher, parent, and student surveys on homework Tags: Grading, Assessment design, Homework, Homework, Survey</p>	Homework Task Force	Sep 2, 2016	Oct 7, 2016	On-Track
<p>✚ Teacher, parent, and student surveys on grades and grading twice a year. Tags: Grading, Assessment design, Homework, Assessment, Grading, Survey</p>	Grading Task Force	Sep 2, 2016	Oct 7, 2016	Behind
<p>✚ Conduct analytics, set priorities, draft policy changes regarding homework and grading. Tags: Grading, Assessment design, Homework, Assessment policy, Homework, Grading policy</p>	Task Force	Oct 10, 2016	Jan 20, 2017	Not started
<p>✚ Deep dive into Wildwood IB Assessment Policy provided to the IB evaluation team to determine specific areas for ongoing professional development. Tags: Grading, Assessment design, Homework, Professional development, Assessment policy</p>	Principal IB Coordinator Teacher Leaders	Jul 25, 2016	Sep 26, 2016	Completed
<p>✚ Working sessions by grade level to explore practices and examine assumptions about homework and grading Tags: Grading, Assessment design, Homework, Grading, Homework, Action research</p>	Principal	Aug 24, 2016	Sep 2, 2016	Not started
<p>✚ Teacher leaders report to staff at school, cluster, and grade level meetings what occurs at team CIWP Strategy meetings Tags: Specialized Academic Programs - IB, ILT, Cycles of professional learning, Teacher Teams/Collaboration, ILT, Teacher leadership</p>	Principal Teacher Leaders	Aug 22, 2016	Jun 8, 2018	Completed
<p>✚ Teacher teams provide strategic plan with timelines and benchmark evidence for specific school improvement strategies for which they are responsible; these will be more detailed action plans for the CIWP strategies and include a description of the PD and support roll out for each action item Tags: Specialized Academic Programs - IB, ILT, Cycles of professional learning, Ciwp, Teacher leadership</p>	Principal Teacher Leaders	Jul 5, 2016	Oct 7, 2016	On-Track
<p>✚ Continue 3-2-1 professional development structure for personalized professional development Tags: Specialized Academic Programs - IB, ILT, Cycles of professional learning, Professional Learning</p>	Principal	Aug 23, 2016	Jun 8, 2018	Cancelled

## 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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students 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 supplant 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.

NA - no Title I funds received

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

NA - no Title I funds received

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.

NA - no Title I funds received

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.

We have quarterly meetings with our Parent-Teacher Council for Promoting Positive Peer Relations

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.

Progress Reports, Report Cards, Report Card Conferences, IB Progress Reports, principal reports at LSC meetings on school wide trends

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.

Via letters provide by district sent home by school email and as requested. All teachers are highly qualified at this time.

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.

NA - no Title I funds received

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.

Parent committees, parent workshops, school and teacher websites, newsletters,

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.

Teacher Handbook training, communications task force, professional development

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.

Does not apply

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.

Parent committees, parent workshops, school and teacher websites, newsletters - Priority documents sent in English and Spanish - website is translatable to multiple languages, Bilingual Advisory Committee meets quarterly, PTA has a "families new to school" buddy program

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.)

Wildwood World Magnet School Vision

Our vision for Wildwood is a diverse learning community experiencing a rigorous and supportive academic life where every student is inspired to apply their passions and talents in a global society. The International Baccalaureate philosophy unites our teachers, staff, parents, and students to create a better world through knowledge and compassion.

Wildwood World Magnet School Mission

We engage in meaningful, rigorous work on a daily basis that prepares us as confident thinkers, leaders, and advocates for positive change.

Wildwood World Magnet School Philosophy

We believe children learn best in an atmosphere of respect and caring. Schools must be safe havens for the whole child, where the young mind, body and spirit are secure and free to explore the limits of their potential. We strive to serve the student where he or she is, and to instill him or her with a sense of belonging, self-worth, direction, spirit, confidence and self-motivation.

We believe that current technology is necessary to properly prepare the student of modern society. The arts, sports, and extracurricular activities are vital. We believe that parent/guardian and community involvement and communication contribute to school success and are critical in a model school environment.

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.

Twice a year on after first and third quarter; plus inquiry and content fairs and learning exhibitions to which parents are invited by cluster

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

IB and District Progress Reports at five weeks, Parent Portal (grades 3-8) and

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

Website emails, parent handbook

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.

Volunteer spot on our school website, volunteer orientation, explanation of district volunteer policy via school email blast

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

Support to students on homework, projects, and daily independent reading; participation in school events and activities

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

NUmerous opportunities to serve on parent committees through several parent organizations- posted on org websites as well as on school website and in school email blast

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).

Personalized Learning and Assessment Model, WIN folders, personal projects

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 increast student academic achievement through parental involvement; specify your goals.

We do not receive Title I funding,

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 0 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0 .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
54565	<b>Reimbursements</b> 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.	\$ 0 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ 0 .00

53306 **Software**  
Must be educational and for parent use only.

\$	0	.00
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55005 **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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