



Charles H Wacker Elementary School (/school-plans/453) / Plan summary

2016-2018 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|------|--------------|-------|
|------|--------------|-------|

| | | |
|------------|--|--|
| 02/01/2016 | Bridges, Whiteford, Danielley, Cole, Panagakis | CIWP training |
| 03/24/2016 | Panagakis, Bridges, Danielly, English, Phillips | Review Format & Framework |
| 04/26/2016 | Panagakis, Taylor, Phillips. Cole | Discucss Framework |
| 04/08/2016 | Panagakis, ILT Team | Review Framework ans SEF ratings |
| 04/27/2016 | Teacher Teams | Review Goals |
| 04/28/2016 | Panagakis, English, Phillips, Bridges,Danielley, Whiteford | Develop and Review Strategies |
| 03/02/2016 | ILT Team, Sanopeia Stevenson, Antwine Mcgee | Develop and review Strategies . Action Steps |
| 03/17/2016 | Teacher Teams, Panagakis | Review and Finalize strategies, Action Steps |
| 04/21/2016 | Teacher Grade Level Teams, Pangakis | Review and discuss final strategies and action steps |

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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.

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Wacker shares its vision and mission with stakeholders with parents and community through various opportunities including our annual "Back to School" parent breakfast, State of the School address, Quarterly Parent Grade Level Meetings regarding On Track status, promotion and attendance and our Parent Handbook.. We also engage parents through our Local School Council Meetings and our Monthly Parent Advisory Council Meetings. Staff engages in weekly grade level meetings where students' academic and social emotional success are discussed and data is disaggregated to identify trends and actions steps aligned to our school vision and mission . The school's ILT is driven by the vision and mission to increase academic achievement and support the social emotional well being of each students to develop global leaders through their work.

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

Instructional Leadership Team:

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.

Score

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Wacker's ILT meets twice a month and uses a meeting calendar and agenda with a clear focus to identify key school elvers , collect data, analyze data and problem solve around key practices that improve student achievement. The ILT utilizes multiple data sources and uses the Root Cause Analysis Protocol to identify relevant causes and seeks out research based solutions to support students learning. When meeting, there is open dialogue, where all members ideas are valued and heard, and substantial new action to current strategy that address root causes are implemented. All team members have equity of voice and are engaged in asking questions and sharing ideas.

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 | <ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus |
| Measures | ✓ Five Essentials: Instructional Leadership |
| Five Essentials | Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams |

Professional Learning:

Score

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.

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All Wacker teachers attend Network 11 Professional Development Sessions each quarter. Teacher leaders provide information to grade level team members through grade level meetings. While teachers attend Network Professional development, there is a clear challenge in finding the time to process newly acquired information and implementing new strategies. It is also a challenge for administrators to provide feedback and support, given the time constraints and responsibilities of administrators. Teachers rarely seek out or attend professional development outside of Network professional development. Budgetary constraints provide limited funding for ongoing, extensive professional opportunities. Teacher could benefit from seeking out and attending Content Area Professional Development opportunities around CCSS, Differentiated instruction, Guided Reading, and Math Centers.

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

Aligned Resources:

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

Score

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All staff members are aligned directly to providing student academic support and/or social/emotional support. Small group instruction is made possible through staffing models that support smaller adult to student ratios. All staff schedules reflect alignment to supporting students. Wacker has partnered with several Community based Organizations, including South Side Health center, Metropolitan Family Services, Breaking Bread Initiative, Jachin Lodge #133, FORUM Community Services & Mentoring Program

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 |
| Measures | ✓ Evidence of effectiveness of the services that community-based organizations provide |
| | ✓ Budget analysis and CIWP |
| Measures | ✓ Five Essentials |
| Five Essentials | Effective Leaders |
| | Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning |
| | 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time |
| | B4. Hires and Retains Highly Effective Teachers |

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

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CCSS Scope and Sequence for Reading , Math, Science guide all instruction. Interim (Bi-weekly and every 10 week) Assessments allow for frequent progress monitoring for mastery of skills. Wacker is in the 91% in Growth for reading and the 99% growth in Math for the 2014-15 school year. 65.5% of Wacker students are Meeting/Exceeding National Growth Norms Attainment in Reading in Grades 3-8 increased from 54% to the ^7% in the 14-15 School Year.. Attainment in Math in Grades 3-8 increased from 60% to the (1% for the 14-15 School Year. Reading Attainment in 2nd grade increased from 52% to the 97% and attainment in 2nd grade Math increased from 92% to the 95% for the 15-15 School Year.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

Instructional Materials:

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)

Score

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Wacker lesson plans reflect differentiated instruction based upon student areas of need and opportunities for enrichment via RIT Band Grouping. For a minimum of 45 minutes daily, students are arranged into differentiated groupings and instructional materials such as Rally, Measuring Up Online, Measuring Up CCSS workbooks, Khan Academy and Compass On Line Learning, all support differentiated instructional groupings. Bi-weekly and 10 week assessments provide progress monitoring data to inform instruction. Differentiating continues to pose a scheduling and management challenge for teachers in that there are multiple varying needs in one classroom. Teachers often feel that more time is needed to address each individual group's emerging needs. Guided Reading is a practice that is merging in the Primary grades. Teachers would benefit from additional and on-going professional development, including opportunities to peer observe proficient teachers utilizing guided reading effectively.

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

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

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Through weekly grade level meetings, teachers engage in the LASW (Looking at Student Work) Protocol in order to gauge level of academic rigor of instructional tasks. Current lesson plan format required teachers to differentiate learning tasks based upon students strengths and areas of need. After school tutoring/reinforcement sessions also reinforce instructional tasks. Significant increase in attainment and growth in Reading and Math, according to SY14-15 NWEA MAP Data indicated higher levels of student mastery and progression of task mastery.

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

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

Transitions, College & Career Access & Persistence:

Score

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)

1 2 3 4

All students have participate din college and career Awareness Classes along with exposure to College Tours in the middle school. Students develop resumes and partiapiapte in mock interviews in order to prepare them for the world of work.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliiteracy)
 - 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"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data |
| Measures | <ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Supportive Environment |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> 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

Students are grouped according to strength and area of need in literacy and math classes, during daily intervention time. Lesson plans reflect differentiated instructional tasks and skill specific groupings. Providing differentiated instruction continues to be a challenge for teachers in terms of time constraints and the ability to support multiple groups, with varying needs, on a daily basis. Teachers are developing their expertise with leveled questioning strategies in order to probe students at varying levels of rigor.

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

MTSS Team meets bi-weekly and has developed a list of students for short-term and long-term progress monitoring and support implementation. Fewer than 5 students have fully implemented PLPs. Weekly Off Track data is shared and analyzed by teachers and ancillary staff during grade level meetings in order to provide "on-time" supports. attendance team meets bi-weekly and schedules parent meetings, as need, to discuss and strategize in order to increase student attendance. SEL Team aggressively meets with students to provide social/emotional and behavioral supports to students who are at risk. Current "On Track" rate is 76%. 40% of studnets are currently on Wacker's Honor Roll. Both levers have increased since last school year.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) |
| | ✓ Evidence of Personal Learning Plan (PLP) implementation |
| | ✓ Integrated data system that informs instructional choices |
| | ✓ Flexible learning environments |
| | ✓ Use of student learning plans |
| | ✓ Use of competency-based assessments |
| | ✓ Use of personalized learning rubric |
| Measures | ✓ Evidence of On Track monitoring and supports |
| | ✓ SQRP Attainment and Growth |
| | ✓ Attendance Rates |
| Five Essentials | ✓ Course success rates (e.g. grade distributions, pass/failure rates) |
| | <ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating knowledge of content and pedagogy |
| | 1b. Demonstrating Knowledge of Students |
| | 1d. Designing Coherent Instruction |
| | 2d. Managing Student Behavior |
| | 3d. Using Assessment in Instruction |
| CPS Performance Standards for School Leaders | 3e. Demonstrating Flexibility and Responsiveness |
| | 4b. Maintaining Accurate Records |
| | B3. MTSS Implemented Effectively in School |

Balanced Assessment & Grading:

Score

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.

1 2 3 4

School-wide grading policy is transparent and consistent. teacher participated in developing school-wide grading policy that is differentiated by subject and by grade levels. We also progress monitor teacher grading on a weekly basis along with class failure rates, on a weekly basis. Bi-weekly formative assessments are embedded within the intervention cycle in order to inform instructional practices. BAG (Behavior, Grades, Attendance) reports are distributed every 10 weeks for grades 3-8th.

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 (CSR).
- 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 |
| Measures | ✓ Grade distribution reports (course success rates) |
| | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| CPS Framework for Teaching | 1.c. Selecting Learning Objectives |
| | 1.e. Designing Student Assessment |
| | 3.d. Using Assessment in Instruction |
| | 4.a. Reflecting on Teaching & Learning |
| | 4.b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

Expectations for Quality & Character of School Life

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

Instructional Leadership and a Culture for Learning are strong and evident at Wacker Elementary School. 90% of teachers agree that the Administration knows what is going on in classrooms. 100% of teachers agree that the Administration provides them with useful feedback to improve teaching. 100% of teachers feel that they have been provided the support needed to improve their teaching practices and 100% of teachers agree that the Administration presses teachers to implement what they have learned in Professional Development. 100% of teachers feel that the Administrative team communicates a clear vision for the school and 100% of teachers agree that the Leadership's expectations for meeting instructional goals are clearly articulated. 100% of teachers feel a collective responsibility when students fail. Weekly "Off-Track" lists and weekly Gradebook audits ensure that teachers are responsive to students who are at risk. 76% of Wacker students think that doing homework is important. 77% feels that paying attention in class is important and 76% try hard to get good grades. 100% of teachers have reviewed student data with their colleagues in order to make instructional decisions and 80% of teachers have worked on instructional strategies with other teachers. 100% of teachers feel they take responsibility for improving the school through instruction and participation in ILT meetings, grade level meetings, tutoring and extra curricular opportunities. 89% of teachers help maintain discipline in the entire school, not just their classrooms and 90% feels responsible that all students learn. 95% of students report that teacher help them catch up if they are behind and 90% agree that their teachers notice if they are having trouble with something. 98% of students report that teachers provide them with specific suggestions about improving academic performance and 97% report that teachers will provide extra help on schoolwork, as needed. 95% of students report that their classes challenge them and 96% of students report that their classes require them to work hard and do well. 98% of students also report that their teachers have high expectations and expect them to do their best, all of the time.

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"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

Relational Trust:

Score

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.

1 2 3 4

According to the MSMV survey, Student-Teacher Trust is 'Strong.' 80% of students report that teacher always keep their promises. 85% of students report that they feel safe and comfortable with their teachers at Wacker. 87% feel that their teachers will always listen to their ideas and 87% feels as though their teachers treat them with respect. 90% of teachers feel that they can discuss their feelings and frustrations with the Principal. 100% of the staff feels that the Principal looks out for their personal welfare. (0% of the staff feels they cant trust the Principal's word and 100% of the staff feels that the Principal is an effective manager that makes the school run smoothly. 90% of the staff feels that the Principal places the needs of children first and 100% of the staff feels that the Principal has confidence in the expertise of the teachers. Additionally, 100% of the teachers feels respected by the Principal.

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

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

Due to budget constraints, after school programs are limited to limited athletic programs and academic tutoring. Wacker has a great need to secure funding and develop extra curricula programs that would fully engage students in "school-life."

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

Safety & Order:

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

Score

1 2 **3** 4

Wacker utilizes a School-wide, developmentally appropriate, Progressive Behavior Rubric with Restorative Practices embedded within each level of discipline. According to the My School, My Voice Survey, 82% of Wacker students feel "mostly/very safe" in the hallways of the school, with 14% feeling "somewhat safe." 87% feel mostly/very safe in their classes, with 11% feeling "somewhat safe." Our areas of challenge, in terms of safety, involve the areas outside of the school area. Wacker staff patrols the perimeter of the school on a daily basis during arrival and dismissal. Wacker is also instituting a Student patrol Club to support safety while crossing streets, particularly within the Safe School Zone. Wacker also communicate with the CPS at our local district regarding any incidents that may have occurred in the immediate community. CPD provides extra support, as needed.

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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.

Wacker currently has 5 Misconducts at Levels 3-6 and 84% of misconducts have resulted in Restorative Practices Responses, 8% in Detention/ISS and 5% in Out of School Suspensions..

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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.

1 2 3 4

According to the MSMV Survey, teacher -parent trust is "strong." Teachers report at a 100% rate that teachers and parents think of each other as partners in educating children. 100% of staff report that they work hard to build relationships with parents through Weekly Parent Communication, email, texts and phone calls, Parents are invited to special events throughout the school year, including the "Back to School" parent breakfast, State of the School Address,, Honor Roll and Special Events assembly programs, the LSC and PAC Committees, Quarterly Grade Level Parent Meetings, parent newsletters, Chat and Chew monthly opportunities to meet with the administrative team and volunteer opportunities, Parent Involvement continues to be a challenge. 80% Of parents reported they did not volunteer often, with 20% reporting that they never volunteer. Only 30% of teachers reported attending all Parent-Teacher conferences when staff has requested them. Over 80% of Wacker parents are working parents which makes scheduling opportunities to support the school very difficult.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

4 Expectations for Quality & Character of School Life: Culture for Learning

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Relational Trust

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 |
|--|---------------------|---------------------|-------------------|-------------------|
| National School Growth Percentile - Reading | | | | |
| According to school trends, Wacker continues to show steady increase in this academic area | 83.00 | 91.00 | 94.00 | 98.00 |
| National School Growth Percentile - Math | | | | |
| According to school trends, Wacker continues to show steady increase in this academic area | 94.00 | 99.00 | 100.00 | 100.00 |
| % of Students Meeting/Exceeding National Ave Growth Norms | | | | |
| According to school trends, Wacker continues to show steady increase in this academic area | 67.90 | (Blank) | 80.00 | 90.00 |
| African-American Growth Percentile - Reading | | | | |
| According to school trends, Wacker continues to show steady increase in this academic area | 83.00 | 91.00 | 94.00 | 98.00 |
| Hispanic Growth Percentile - Reading | | | | |
| 0 | (Blank) | (Blank) | 0.00 | 0.00 |
| English Learner Growth Percentile - Reading | | | | |
| 0 | (Blank) | (Blank) | 0.00 | 0.00 |
| Diverse Learner Growth Percentile - Reading | | | | |
| 0 | (Blank) | (Blank) | 0.00 | 0.00 |
| African-American Growth Percentile - Math | | | | |
| According to school trends, Wacker continues to show steady increase in this academic area | 94.00 | 99.00 | 99.00 | 100.00 |
| Hispanic Growth Percentile - Math | | | | |
| 0 | (Blank) | (Blank) | 0.00 | 0.00 |
| English Learner Growth Percentile - Math | | | | |
| 0 | (Blank) | (Blank) | 0.00 | 0.00 |
| Diverse Learner Growth Percentile - Math | | | | |
| 0 | (Blank) | (Blank) | 0.00 | 0.00 |
| National School Attainment Percentile - Reading (Grades 3-8) | | | | |
| According to school trends, Wacker continues to show steady increase in this academic area | 54.00 | 67.00 | 80.00 | 90.00 |
| National School Attainment Percentile - Math (Grades 3-8) | | | | |

| | | | | |
|--|-------|-------|-------|-------|
| According to school trends, Wacker continues to show steady increase in this academic area | 60.00 | 91.00 | 92.00 | 95.00 |
|--|-------|-------|-------|-------|

National School Attainment Percentile - Reading (Grade 2)

| | | | | |
|--|-------|-------|-------|-------|
| According to school trends, Wacker continues to show steady increase in this academic area | 52.00 | 97.00 | 98.00 | 99.00 |
|--|-------|-------|-------|-------|

National School Attainment Percentile - Math (Grade 2)

| | | | | |
|--|-------|-------|-------|-------|
| According to school trends, Wacker continues to show steady increase in this academic area | 92.00 | 95.00 | 96.00 | 98.00 |
|--|-------|-------|-------|-------|

% of Students Making Sufficient Annual Progress on ACCESS

| | | | | |
|---|---------|---------|------|------|
| 0 | (Blank) | (Blank) | 0.00 | 0.00 |
|---|---------|---------|------|------|

Average Daily Attendance Rate

| | | | | |
|---|-------|-------|-------|-------|
| According to school trends, Wacker continues to show steady increase in this area | 95.00 | 95.80 | 96.00 | 96.50 |
|---|-------|-------|-------|-------|

My Voice, My School 5 Essentials Survey

| | | | | |
|---|---------|---------|---------|---------|
| 0 | (Blank) | (Blank) | (Blank) | (Blank) |
|---|---------|---------|---------|---------|

Custom metrics

0 of 0 complete

| 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|------------------|------------------|----------------|----------------|
|------------------|------------------|----------------|----------------|

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

continue to engage teachers in aligning instruction, through the use of pacing guides and lesson planning, and developing rigorous learning tasks aligned to the CCSS through on-going professional development, progress monitoring, data analysis, utilizing formative and summative assessment data, looking at student and adult work and providing differentiated learning opportunities, for all students including diverse learners

more engaging and rigorous instruction that is responsive to student data and differentiated according to students strengths and areas of need.

an increase in student engagement and academic achievement.

Tags:

Academic, Culture of learning, Academic expectations, Benchmark progress monitoring, Data driven instruction, Academic perfor

Area(s) of focus:

1, 3

Action step

Responsible

Timeframe

Evidence for status

Status

teachers are completing differentiated lesson plans according to student strengths and areas of need, they are attending Network professional development, analyzing weekly On-track data, formative and summative assessment data and looking at student work to develop rigorous learning tasks and engage students in task that required persistence, perseverance and inquiry based learning.

Teachers
Administrative Team
Grade Level Teams

Jul 1, 2016 to
Jun 22, 2018

CIWP effective for 2016-18
School Year(evidence
forthcoming)

On-Track

**Academic, Data driven instruction, Academic perfor,
Teacher capacity**

Review Grade book, On-track rates, student work samples, formative and summative assessments, lesson plans, and student attendance.

Teachers
ILT
Administrative Team
Grade Level Teams

Jul 1, 2016 to
Jun 22, 2018

CIWP effective for 2016-18
School Year(evidence
forthcoming)

On-Track

**Academic, Gradebook, Academic expectations,
Benchmark progress monitoring, Cycles of continuous
improvement, Data anaysis, Student achievement,
Collective responsibility**

Engage students in learning by scaffolding instruction, including diverse learners, providing targeted supports to individual and groups of students based on their identified needs,

Teachers

select

(Blank)

Behind

Interventions, Academic, Support

Monitor the effect of teaching on student learning and integrate formative assessment into instruction through frequent progress monitoring and changing instructional practices based on analysis of current data

Administration
Teachers
ILT Team
Grade Level Teams

select

(Blank)

Behind

Progress monitoring, Cycle of inquiry, Data anaysis

Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective

Teachers

select

(Blank)

Behind

Assessments, Progress monitoring

Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated

Teachers

select

(Blank)

Behind

Interventions, Planning, Data anaysis

Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate students misconceptions

Teachers

select

(Blank)

Behind

Strategy 2

If we do...

engage teachers in on-going, relevant and engaging professional development relative to differentiating instruction, data analysis, progress monitoring, unpacking the CCSS, developing rigorous instructional tasks, inquiry based learning

...then we see...

instruction that is rigorous, collaborative professional learning cycles, peer observations, aligned instruction, in creased On-track rates, research-based strategies implemented in classroom instruction

...which leads to...

an increase in teacher competency and capacity, increased student engagement and achievement. We will also see increased teacher leadership, robust ILT and Grade level meetings, differentiated lesson plans and instruction

Tags:

Lesson planning, Student engagement, Teacher teams, Teachers, Teacher reflection, Teacher capacity, Student achievement, Teacher leadership

Area(s) of focus:

3

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

provide funding for teachers to attend professional development. Encourage teachers to seek out and attend professional development Teachers participate in Network Porfessional Development Oppprtunities, Provide opportunities for teachers to share, collaborate, observe, mentor and model Provide feedback and time for teacher to implement new learning

school administration, district, Network Team, ISL

Jul 1, 2016 to Jun 22, 2018

CIWP effective for 2016-18 School Year(evidence forthcoming)

On-Track

Professional Learning, Instructional Coaching, Cycles of professional learning, Professional development, Best practice

Implement Kagan strategies to enhance student engagement and cooperative learning

Teachers

Jul 1, 2016 to Jun 29, 2018

Increased On track rates, decreased failure rates

On-Track

Strategy 3

If we do...

create a professional learning community, through the Instructional Leadership Team, teacher leadership will be enhanced, data will be analyzed and the Problem Solving Process will lead inquiry and increased student student achievement.

...then we see...

teachers leading teachers in dialogue around student achievement, students social emotional well-being, and increased student.

...which leads to...

increased student achievement,

Tags:

Leadership, Instructional practices, Data analysis, Academic perfor, Approaches to teaching and learning, Accountable talk, Analysis

Area(s) of focus:

3

| Action step ? | Responsible ? | Timeframe ? | Evidence for status ? | Status |
|--|---------------|-----------------------------|---|----------|
| Schedule and structure Frequent meetings | ILT Team | Jul 1, 2016 to Jun 30, 2017 | ILT Schedule,Agendas, Outcomes achieved | On-Track |

Leadership, Instructional strategy, Discourse, Data analysis, Data cyc

| | | | | |
|---|------------------------------|-----------------------------|---|----------|
| Use protocols and ask probing questions | ILT Team Grade Level Team | Jul 1, 2016 to Jun 30, 2017 | ILT Root Cause Analysis probes,Action Plans Outcomes achieved | On-Track |
|---|------------------------------|-----------------------------|---|----------|

Leadership, Data analysis, Instructional strategy, Discourse, Data cyc

| | | | | |
|---|----------|------------------------------|---|----------|
| Engage In on-going Inquiry as a basis for improvement | ILT Team | Jun 29, 2018 to Jun 29, 2018 | ILT Root Cause Analysis probes,Action Plans Outcomes achieved | On-Track |
|---|----------|------------------------------|---|----------|

Data analysis, Instructional strategy, Instructional leadership team

Strategy 4

If we do...

implement a system of supports of academic and social emotional supports and provide Universal Instruction in the core curriculum to all students and include targeted academic and SEL supports

...then we see...

higher levels of student engagement, fewer classroom disruptions, ambitious and rigorous instruction, differentiated learning opportunities, inclusion of student voice through various civic opportunities

...which leads to...

increased On-Track rates, increased attendance rates, decrease in disciplinary referrals, and increase academic achievement

Tags:
MTSS, School climate, Relationships

Area(s) of focus:
4

| Action step ? | Responsible ? | Timeframe ? | Evidence for status ? | Status |
|---|---|-------------|---|----------|
| Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism (on-track) | Attendance Team,SEL Team,CARE Team, Clinical Team,Teachers, Grade Level teams, Administration | select | Increased On-Track rate, increased academic achievement, increased attendance rates, decrease in discipline referrals | On-Track |

MTSS, Academic gain, School culture climate

| | | | | |
|---|---|------------------------------|---|----------|
| Customize the learning environment, pace, and approach of teaching and curriculum in order to meet learners needs | Attendance Team,SEL Team,CARE Team, Clinical Team,Teachers, Grade Level teams, Administration | Jun 29, 2018 to Jun 29, 2018 | Increased On-Track rate, increased academic achievement, increased attendance rates, decrease in discipline referrals | On-Track |
|---|---|------------------------------|---|----------|

Interventions, Academic gain, Academic

| | | | | |
|--|-------------------------------------|--------|---|----------|
| Collaborate and work as teams of teachers and Related Service Providers to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for students | Teachers, Related Service Providers | select | Increased On-Track rate, increased academic achievement, increased attendance rates, decrease in discipline referrals | On-Track |
|--|-------------------------------------|--------|---|----------|

MTSS, Interventions

| | | | | |
|---|---|--------|---|----------|
| Persist in adjusting instruction and SEL supports to support struggling, at risk students | Teachers SEL Team CARE Team (RSP) | select | Increased On-Track rate, increased academic achievement, increased attendance rates, decrease in discipline referrals | On-Track |
|---|---|--------|---|----------|

Interventions

Strategy 5

If we do...

...then we see...

...which leads to...

| | | |
|--|--|--|
| develop strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a strong connection between school and home and inspiring participation and high levels of collaboration with families | Engaged families, highly functioning PAC, increased student engagement and achievement, increased level of advocacy for equity, and increased communication between parents and teachers | increased student achievement, positive culture and climate, consistent enrollment |
|--|--|--|

Tags:

Academic gain, Parent, Parental involvement, Partnerships, Parent partnerships, Parent engagement, Parent contact, Culture

Area(s) of focus:

5

| Action step ⓘ | Responsible ⓘ | Timeframe ⓘ | Evidence for status ⓘ | Status |
|---|-----------------------|-------------|---|----------|
| Establish a non-threatening, welcoming environment that is warm, inviting and helpful | Administration, staff | select | Increase parent portal rates, increased parent attendance during parent-teacher conferences, website, emails, phone blasts, newsletters, increase parent volunteers | On-Track |

Parental involvement, Parent partnerships

| | | | | |
|--|----------------------|-----------------------------|---|----------|
| Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback | Administration staff | Jul 1, 2016 to Jun 29, 2018 | Increase parent portal rates, increased parent attendance during parent-teacher conferences, website, emails, phone blasts, newsletters, increase parent volunteers | On-Track |
|--|----------------------|-----------------------------|---|----------|

Parental involvement, Parent engagement, Parent portal

| | | | | |
|--|-------------------------|-----------------------------|---|----------|
| Solicit the support of families as partners in the instructional program (volunteering, working at home with their child, involvement in class, and school projects, parent workshops and communicating with teachers, progress monitoring of student achievement) | administration teachers | Jul 1, 2016 to Jun 29, 2018 | Increase parent portal rates, increased parent attendance during parent-teacher conferences, website, emails, phone blasts, newsletters, increase parent volunteers | On-Track |
|--|-------------------------|-----------------------------|---|----------|

Parental involvement, Communication, Parents

frequently communicate with parents and families about class and individual activities and individual student's progress

administration teachers

Jun 1, 2016 to Jun 29, 2018

Increase parent portal rates, increased parent attendance during parent-teacher conferences, website, emails, phone blasts, newsletters, increase parent volunteers

On-Track

Communication, Parent contact

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|--|--|-------------|--------------|----------|
| <p>✚ teachers are completing differentiated lesson plans according to student strengths and areas of need, they are attending Network professional development, analyzing weekly On-track data, formative and summative assessment data and looking at student work to develop rigorous learning tasks and engage students in task that required persistence, perseverance and inquiry based learning.</p> <p>Tags: Academic, Culture of learning, Academic expectations, Benchmark progress monitoring, Data driven instruction, Academic perfor, Academic, Data driven instruction, Academic perfor, Teacher capacity</p> | Teachers Administrative Team Grade Level Teams | Jul 1, 2016 | Jun 22, 2018 | On-Track |
| <p>✚ Review Grade book, On-track rates, student work samples, formative and summative assessments, lesson plans, amd student attendance.</p> <p>Tags: Academic, Culture of learning, Academic expectations, Benchmark progress monitoring, Data driven instruction, Academic perfor, Academic, Gradebook, Academic expectations, Benchmark progress monitoring, Cycles of continuous improvement, Data anaysis, Student achievement, Collective responsibility</p> | Teachers ILT Administrative Team Grade Level Teams | Jul 1, 2016 | Jun 22, 2018 | On-Track |
| <p>✚ Engage students in learning by scaffolding instruction, including diverse learners, providing targeted supports to individual and groups of students based on their identified needs,</p> <p>Tags: Academic, Culture of learning, Academic expectations, Benchmark progress monitoring, Data driven instruction, Academic perfor, Interventions, Academic, Support</p> | Teachers | | | Behind |
| <p>✚ Monitor the effect of teaching on student learning and integrate formative assessment into instruction through frequent progress monitoring and changing instructional practices based on analysis of current data</p> <p>Tags: Academic, Culture of learning, Academic expectations, Benchmark progress monitoring, Data driven instruction, Academic perfor, Progress monitoring, Cycle of inquiry, Data anaysis</p> | Administration Teachers ILT Team Grade Level Teams | | | Behind |
| <p>✚ Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective</p> <p>Tags: Academic, Culture of learning, Academic expectations, Benchmark progress monitoring, Data driven instruction, Academic perfor, Assessments, Progress monitoring</p> | Teachers | | | Behind |
| <p>✚ Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated</p> <p>Tags: Academic, Culture of learning, Academic expectations, Benchmark progress monitoring, Data driven instruction, Academic perfor, Interventions, Planning, Data anaysis</p> | Teachers | | | Behind |
| <p>✚ Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate students misconceptions</p> <p>Tags: Academic, Culture of learning, Academic expectations, Benchmark progress monitoring, Data driven instruction, Academic perfor</p> | Teachers | | | Behind |
| <p>✚ provide funding for teachers to attend professional development. Encourage teachers to seek out and attend professional development Teachers participate in Network Porfessional Development Oppprtunities, Provide opportunities for teachers to share, collaborate, observe, mentor and model Provide feedback and time for teacher to implement new learning</p> <p>Tags: Lesson planning, Student engagement, Teacher teams, Teachers, Teacher reflection, Teacher capacity, Student achievement, Teacher leadership, Professional Learning, Instructional Coaching, Cycles of professional learning, Professional development, Best practice</p> | school administration, district, Network Team, ISL | Jul 1, 2016 | Jun 22, 2018 | On-Track |

| District priority and action step | Responsible | Start | End | Status |
|---|---|--------------|--------------|----------|
| <p>✦ Implement Kagan strategies to enhance student engagement and cooperative learning Tags: Lesson planning, Student engagement, Teacher teams, Teachers, Teacher reflection, Teacher capacity, Student achievement, Teacher leadership</p> | Teachers | Jul 1, 2016 | Jun 29, 2018 | On-Track |
| <p>✦ Schedule and structure Frequent meetings Tags: Leadership, Instructional practices, Data analysis, Academic perfor, Approaches to teaching and learning, Accountable talk, Analysis, Leadership, Instructional strategy, Discourse, Data analysis, Data cyc</p> | ILT Team | Jul 1, 2016 | Jun 30, 2017 | On-Track |
| <p>✦ Use protocols and ask probing questions Tags: Leadership, Instructional practices, Data analysis, Academic perfor, Approaches to teaching and learning, Accountable talk, Analysis, Leadership, Data analysis, Instructional strategy, Discourse, Data cyc</p> | ILT Team Grade Level Team | Jul 1, 2016 | Jun 30, 2017 | On-Track |
| <p>✦ Engage In on-going Inquiry as a basis for improvement Tags: Leadership, Instructional practices, Data analysis, Academic perfor, Approaches to teaching and learning, Accountable talk, Analysis, Data analysis, Instructional strategy, Instructional leadership team</p> | ILT Team | Jun 29, 2018 | Jun 29, 2018 | On-Track |
| <p>✦ Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism (on-track) Tags: MTSS, School climate, Relationships, MTSS, Academic gain, School culture climate</p> | Attendance Team,SEL Team,CARE Team, Clinical Team,Teachers, Grade Level teams, Administration | | | On-Track |
| <p>✦ Customize the learning environment, pace, and approach of teaching and curriculum in order to meet learners needs Tags: MTSS, School climate, Relationships, Interventions, Academic gain, Academic</p> | Attendance Team,SEL Team,CARE Team, Clinical Team,Teachers, Grade Level teams, Administration | Jun 29, 2018 | Jun 29, 2018 | On-Track |
| <p>✦ Collaborate and work as teams of teachers and Related Service Providers to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for students Tags: MTSS, School climate, Relationships, MTSS, Interventions</p> | Teachers, Related Service Providers | | | On-Track |
| <p>✦ Persist in adjusting instruction and SEL supports to support struggling, at risk students Tags: MTSS, School climate, Relationships, Interventions</p> | Teachers SEL Team CARE Team (RSP) | | | On-Track |
| <p>✦ Establish a non-threatening, welcoming environment that is warm, inviting and helpful Tags: Academic gain, Parent, Parental involvement, Partnerships, Parent partnerships, Parent engagement, Parent contact, Culture, Parental involvement, Parent partnerships</p> | Administration, staff | | | On-Track |
| <p>✦ Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback Tags: Academic gain, Parent, Parental involvement, Partnerships, Parent partnerships, Parent engagement, Parent contact, Culture, Parental involvement, Parent engagement, Parent portal</p> | Administration staff | Jul 1, 2016 | Jun 29, 2018 | On-Track |
| <p>✦ Solicit the support of families as partners in the instructional program (volunteering, working at home with their child, involvement in class, and school projects, parent workshops and communicating with teachers,, progress monitoring of student achievement) Tags: Academic gain, Parent, Parental involvement, Partnerships, Parent partnerships, Parent engagement, Parent contact, Culture, Parental involvement, Communication, Parents</p> | administration teachers | Jul 1, 2016 | Jun 29, 2018 | On-Track |
| <p>✦ frequently communicate with parents and families about class and individual activities and individual student's progress Tags: Academic gain, Parent, Parental involvement, Partnerships, Parent partnerships, Parent engagement, Parent contact, Culture, Communication, Parent contact</p> | administration teachers | Jun 1, 2016 | Jun 29, 2018 | On-Track |

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 I/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.

Wacker has many opportunities for parents to partner with the school with planning for school review and improvement. Parents meet monthly for the Local School Council, Parental Advisory Council, and participate in the parent workshops to review and revise the NCLB Parent Involvement Plan and the Parent Compact. Information from the PAC meetings are shared during monthly LSC meetings. NCLB Parent Representative is invited to attend Cluster Parent Advisory Council Meetings.

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

Calendars with the following meetings will be published and distributed during the Parent Back to School Meeting, State of the School, during the information PAC meeting held at the start of the year, during the July LSC meeting. An annual meeting is held to review and update the Parental Involvement Plan. Information concerning the meeting will be distributed through flyers, newsletters, and the school website. Annual PAC Organizational and Informational Meetings were held on November 9, 2016 (3:30 p.m./4:15 pm)

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.

Parents are notified at the following events: Parents are notified during the PAC Informational Meeting and the "State of the School", Title One parent meeting. At this Title One meeting a description of the curricular standards, the academic assessments and the promotion policy is provided. Parents also receive information regarding Title One through newsletter and at the LSC Organizational Meeting and the PAC meetings. Parents will review the Parent Compact and the promotion policy and sign in acknowledging their receipt and participation.

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.

Parents are notified during the PAC informational Meetings are held every month. Additionally, parents are invited and encouraged to attend monthly LSC Meetings and the administration maintains an open door policy for parents to meet and discuss school and student progress, concerns and suggestions. If and when concerns are brought to the attention of the administration, matters of concern are addressed in a timely manner. Parent workshops are held and we hold a special third quarter report card pick up called "Student Led Data Conferences". Teachers have weekly communication logs and parents are able to schedule meetings with their child's teachers during their preparation periods.

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.

Student assessments are communicated in various forms. Standardized testing results are distributed with the testing cycle, in the fall, the winter and the spring of each year. We also distribute data during parent conferences, and students led their parents through a review of their data as they set goals.

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.

Parents are provided notices 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. Letters will be sent to parents according to CPS Board Policy by administration.

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.

During the "State of the School" Meeting held at the start of the school year, or prior to the opening of the school year. Parents receive information on curricular standards, assessments and promotion criteria. Teachers are also available to meet with parents to discuss their child's current status and the expectations for the year. Periodic newsletter are sent home throughout the year to inform parents. Parents are able register for Parent Portal.

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.

Parents are able to sign up for Parent Portal with the assistance of Wacker staff. We have made a computer work station available for parents in our building. We have also made available to parents information on Compass Learning tool, which is a supplementary resources. We distribute parent resource newsletter by Educators Training Network.

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.

Staff are expected to keep call logs and they are submitted to the main office weekly. Parents are encouraged to use Parent Portal on a weekly. Teachers distribute newsletters, On Track letters for Primary, website, calendar of events, We use the Robo call system to communicate with parents about upcoming events and important dates.

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.

Wacker School will provide parents with information from Early Childhood department. The school will be available to be used for Early Childhood parents, meetings. The administration will coordinate with the teachers and representatives on a regular basis and include the Early Childhood parents as a part of our parent engagement strategy.

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.

Wacker will continue to provide the CPS calendar, School calendar of events, update our website and marquee as a way to connect the school and the family. The use of Parent Portal and the Robo call system will be used.

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)

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.)

Wacker follows a rigorous scope and sequence which is aligned to Common Core Standards. We also participate in Interim assessments every ten weeks to measure student progress. We conduct data reviews with teachers, following the DDI Cycle. Students set goals to stretch beyond the gains expected by the NWEA. The LSC, PAC, State of the School Address provides opportunities for parents to be updated regarding student progress.

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.

We participate in the regular parent teacher cycle. However, during the second quarter Parent teacher conferences are held, students lead conference with their parents using the BAG report and reports are distributed. At that time parents are able to sign up for Parent Portal.

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

All parents are encouraged to participate in Parent Portal, we provide Report Cards and Progress Reports, BAG Reports, weekly calls. Parents receive newsletters and testing assessment data quarterly.

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

Parents are able to see parents by appointment during their prep periods. Many staff are available before and after school. Parents are encouraged to communicate via parent portal. Parent teacher conferences, via email, many teachers make phone calls. Our teachers are charged with creating quarterly parent engagement activities, ie. Literacy Night, Reading Camp out, Book Fair etc. which invites parents to come into the building, in the classroom.

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.

We have several parents who volunteer with in our building on a regular basis. There is a Volunteer packet that must be completed. We strongly encourage parents to volunteer. Our PAC is active in recruiting parents to support the school through service.

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

Parents will receive updates regarding student progress: Honor Roll, On-Track, BAG reports that include attendance, grades, behavior and assessment updates every 10 weeks. Parents receive updates via Parent Portal, our teachers update their grade books with 3 grades per week. Parents are invited to do classroom visits that are scheduled in advance. Parents are invited to participate in workshops, conferences, celebrations 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.

Parents are invited to participate in PAC, LSC, talk to administration and teachers on a regular basis. They can volunteer.

Chat and Chew with the Principal, State of the School, Arrival and Dismissal administration is visible and available. Parent Portal, email, etc.

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).

We check weekly academic status of our students by pulling an Off Track report, we also review attendance daily, issue 5/10 notices as needed. Hold parent meetings for students who are Off Track for Progress Reports. We post grade reports in classes with ID, bi-weekly. We provide intervention for students who are off track during the school day as well as tutoring.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Through multiple parent workshops, outreach meetings, monthly PAC meetings and review of school needs assessment and current data, the Wacker PAC seeks to increase parent engagement by 20% as measured by attendance at PAC meetings, additional parent volunteers for school wide events and daily support and increased student on track with academic achievement and increased attendance rates.

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

Account(s) Description

Allocation

| | | | |
|-----------------|--|-----------|-----|
| 51130, 52130 | Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | \$ 0 | .00 |
| 53405 | Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500. | \$ Amount | .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ Amount | .00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$ 1000 | .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ 0 | .00 |
| 54205 | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$ 0 | .00 |
| 54565 | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ 0 | .00 |
| 53510 | Postage Must be used for parent involvement programs only. | \$ 0 | .00 |
| 53306 | Software Must be educational and for parent use only. | \$ 0 | .00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents. | \$ 0 | .00 |