

# Charles H Wacker Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Tanya Branch	Lead teacher	tabranch@cps.edu	No Access
Caroline Cunningham	Primary Literacy Teacher/Reading Intervention Specialist	cascanlon@cps.edu	No Access
Bridges Devonia	Intermediate Math Teacher/LSC teacher Rep	dmbridges1@cps.edu	No Access
Ellis Tiffany	Case Manager/DL Teacher	tlellis@cps.edu	No Access
Slaton Eboni	Middle School Math/Science Teacher	ejslaton@cps.edu	No Access
Hartman Brian	PE-Health teacher/Tech Coordinatr	brhartman@cps.edu	No Access
Danielley Michelle	DL Teacher/ Student Voice Committee Coordinator	mjdanielley@cps.edu	No Access
MCGee Antwine	Parent/LSC Chairperson	mcgeef6@gmail.com	No Access
Smith Katherine	Foster Grandparent/Community Member		No Access
Washington Danielle	Primary Teacher/CTU rep	drwashington2@cps.edu	No Access
Martin Tayo	Counselor	tnladipo@cps.edu	No Access
Neely Nathan	Youth Intervention Specialist	nneely@cps.edu	No Access
McKinney Laconya	Middle School Literacy/SS teacher	lsbullock@cps.edu	No Access
Williams Stephen	Upper DL Teacher	stwilliams2@cps.edu	No Access

<b>Name</b>	<b>Role</b>	<b>Email</b>	<b>Access</b>
Carmichael Crystal	Primary Teacher	clcarmichael@cps.edu	No Access
Stubblefield Andrea	Pre K teacher	astubblefield@cps.edu	No Access
Panagakis Ekaterini	Principal	eapanagakis@cps.edu	Has access
May Ashley	Paraprofessional	atmay@cps.edu	No Access
King Gregory	Community Partner		No Access
Calyton Turrón	Community Partner		No Access
Phillips Eddie	Paraprofessional	ejphillips@cps.edu	No Access
Mcgee Cynthia	LSC Parent Representative		No Access

## Team Meetings

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
01/31/2020	All CIWP members invited	CIWP Introduction/SEF Rating
02/07/2020	Teacher Teams	Review SEF and School goals
02/20/2020	CIWP team	Review SEF categories/ratings, Identify Areas of Critical need, set goals
03/12/2020	CIWP Team	Root Cause Analysis, TofAs
03/12/2020	LSC Review of CIWP Progress	Progress Update-SEF Priorities
05/04/2020	LSC Teacher CIWP Team Meetings	Strategy Development for Priorities
04/20/2020	LSC Teacher CIWP Team Meetings	Strategy Development for Priorities

## Framework

## Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

## Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** \*
- 4 - Structure for Continuous Improvement
  - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** \*

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 2 Curriculum connects to real world, authentic application of learning
- 4 Curriculum is aligned to expectations of the standards
- 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** \*
- 3 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 4 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** \*
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 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
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 1 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

- **Evidence:** \*
- 3 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - 4 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** \*SAM not required for ISP schools
- 2 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** \*

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** \*
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)

- 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** \*
  - 4 - Physical and Emotional Safety
    - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
    - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
    - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
    - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
    - **Evidence:** \*
  - 4 - Supportive and Equitable Approaches to Discipline
    - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
    - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
    - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
    - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
    - **Evidence:** \*
  - 3 - Family & Community Engagement
    - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
    - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
    - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
    - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
    - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
    - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
    - 3 Partner equitably with parents speaking languages other than English
    - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
    - **Evidence:** \*
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# School Excellence Framework Priorities

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

## Goals

### Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy Attainment for Grade 2
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Root Cause 1	Inconsistent staffing of teachers in first grade. Student had 4 different teachers in 1st grade. 36 1st graders, who became 2nd graders due to budget cuts the prior year causing 2 separate kindergarten classes to merge due to loss of teachers.
Area of Critical Need 2	Math Attainment for Grade 2
Area of Critical Need 3	Increase Attendance
Area of Critical Need 4	Literacy Attainment for Grades 2-8

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate  I chose this metric because this demographic presents the lowest attendance percentage for our school.	African American		96.50	97.00
	Students with IEPs		95.50	96.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)  I chose this metric because this demographic presents the lowest national growth percentage for our school.	African American		80.00	82.00
	Male		75.00	78.00
Vision: NWEA Attainment G2 (Math)  I chose this metric because this demographic presents the lowest attainment percentage for our school.	African American		60.00	70.00
	African American Female		55.00	60.00
Vision: NWEA Attainment G2 (Reading)  I chose this metric because this demographic presents the lowest attainment percentage for our school.	African American		60.00	70.00
	African American Female		60.00	65.00
(Blank)				

### Required metrics (Elementary) (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> (Blank)				5.00	5.00

### Custom metrics (0% complete)

2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
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## Strategies

### Strategy 1

If we do...	Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community and establish a welcoming environment for families and community members that is warm, inviting, helpful and values parent and community input and feedback and participation
Then we see...	...high levels of engaged students,parents and community partners who are vested in their school community and who are willing to engage frequently to support a positive school culture
which leads to...	.....Increased student attendance ....increased student achievement ...an increase in student ownership and voice, parent investment and voice and community support through time and resources.(supplies, extended buckets for staff, parent food/supplies,equipment) ...parent/school networking opportunities to provide resources and support to school community ...an increased number of community partnerships that contribute to positive student achievement and increased social emotional competencies for our students ...increased parent participation in school wide events ...increased parent leadership and initiative in planning and coordinating school wide initiative and events ...increased and more frequent parent and teacher communication ...increased communication and shared decision making between parents and administration
Budget Description	produce school wide activities for parents to attend such as plays, performances, exhibitions, special events during and after school hours. Purchase supplies to engage parent through parent committees, book reads, forums and parent-led activities
Tags	Relational Trust, Family & Community Engagement, Arts Education: Embedding the Arts School-Wide, Equity: Resource Equity, FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC, OSEL: Supportive School Environment

<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Not started) Research community partnership programs to network with and to establish relationships with to assist with coordination of school wide, parent-led special events, performances and initiatives and to provide resources to the school community</li> </ul> <p>Tags:Leadership for Continuous Improvement, Family &amp; Community Engagement, Arts Education: Authentic Arts Integration, Arts Education: Community and Career Connections (F/PA #6), CBE: Extended Learning, CBE: Supports, Interventions, or Extensions, Equity: Inclusive Partnerships, Equity: Resource Equity, FACE2: Community Partnerships, FACE2: Volunteer, MTSS: Family and Community Engagement</p> <ul style="list-style-type: none"> <li>• (Not started) Establish parent committees, who meet regularly and consistently, to lead school wide initiatives</li> </ul> <p>Tags:Family &amp; Community Engagement, Equity: Resource Equity, FACE2: Community Partnerships, FACE2: Parent Engagement</p> <ul style="list-style-type: none"> <li>• (Not started) Create schedule, forum and platforms for parent voice to be frequently shared, heard and honored in decision making processes and provide opportunities for parents to formally contribute and participate in decision making about their children and about the school community</li> </ul> <p>Tags:Leadership for Continuous Improvement, Relational Trust, Family &amp; Community Engagement, MTSS: Problem Solving Process, MTSS: Shared Leadership, OECE: PK Family Engagement, OSCPA: Social/Emotional Support</p> <ul style="list-style-type: none"> <li>• (Not started) Develop clear and consistent volunteer programming structures, at the school level, to support parent engagement</li> </ul> <p>Tags:FACE2: Parent Engagement, FACE2: Volunteer</p> <ul style="list-style-type: none"> <li>• (Not started) Create regularly scheduled opportunities for parents to meet and plan school wide events and to support school wide initiatives</li> </ul> <p>Tags:FACE2: Parent Engagement, MTSS: Family and Community Engagement</p> <ul style="list-style-type: none"> <li>• (Not started) Establish a highly functioning school wide PTA</li> </ul> <p>Tags:FACE2: Parent Engagement</p> <ul style="list-style-type: none"> <li>• (Not started) Recruit and Maintain a highly functioning Parent Advisory Committee(PAC)</li> </ul> <p>Tags:FACE2: Title 1 PAC</p> <ul style="list-style-type: none"> <li>• (Not started) Engage parent representatives on the LSC (Local School Council) to recruit parents and to lead initiatives and committees</li> </ul>
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	<p>Tags:FACE2: Local School Council, FACE2: Parent Engagement</p> <ul style="list-style-type: none"> <li>(Not started) provide multiple opportunities for parents to ask questions, make suggestions, raise concerns and give feedback</li> </ul> <p>Tags:Structure for Continuous Improvement, Relational Trust, FACE2: Parent Engagement, ONS: Continuous Improvement</p> <ul style="list-style-type: none"> <li>(Not started) communicate with families proactively and frequently about school, class and individual student progress</li> </ul> <p>Tags:MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSCP: Social/Emotional Support, OSCP: Tier 1, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>(Not started) conduct extensive outreach to families in need of specialized support through home visits and collaboration with community based social service agencies and partner with community agencies that can support families with social, emotional , educational and economic needs</li> </ul> <p>Tags:Leadership for Continuous Improvement, CBE: Supports, Interventions, or Extensions, FACE2: Community Partnerships, MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Progress Monitoring, ODLSS: Parent Involvement Specialists, OECE: PK Family Engagement, OECE: PK Health Services</p>
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**Strategy 2**

If we do...	implement a system of academic and social emotional supports, provide universal Tier I, research-based supports and Tier 2 and Tier 3 research-based differentiated instructional supports, with fidelity
Then we see...	increase in student engagement and student achievement
which leads to...	meaningful academic and social emotional connections
Budget Description	funding for for extended day, Tier 2/3 supports, funds for teacher professional development in academic and social- emotional MTSS strategies and structures, extended day funds for MTSS Team meetings, parent meetings, community partnerships, funds for differentiated academic resources and materials to support learning needs
Tags	Instruction, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Not started) monitor student weekly attendance and provide frequent recognition and incentives for students who maintain 96% and above attendance rates(On-Track) and provide interventions and supports fro students and families whose attendance is below 96%, including transportation supports, incentives, connections to community, social-emotional resources</li> </ul> <p>Tags:MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</p> <ul style="list-style-type: none"> <li>• (Not started) establish community partnerships to support at-risk student and families</li> </ul> <p>Tags:Family &amp; Community Engagement</p> <ul style="list-style-type: none"> <li>• (Not started) Provide universal supports to prevent failing students and absenteeism and targeted supports and interventions fro grades below 'C" or chronic absenteeism</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) establish formal MTSS Team that utilizes MTSS Framework Implementation Guide or other resources to align priorities and outcomes</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Track growth of ALL students, specifically students receiving Tier 2/3 supports based on district and school wide available data to accurately assess student achievement results and school practices</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Utilize multiple forms of data sources to determine local tiering criteria fro Tier 1 Tier 2, Tier 3 interventions</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) develop a Menu of Tiered Interventions that clearly outlines the supports, resources, systems and structures for support at the local school level</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) communicate MTSS related structures and outcomes to all stakeholders</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Engage in the Problem Solving Process to identify root causes and contributing factors of deficit areas</li> </ul>
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	<p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Provide differentiated instruction and research based interventions in all classrooms to meet the needs of all students</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) analyze data in frequent data inquiry cycles to prioritize student needs and opportunities to improve and adjust instruction, guide grouping, re-teaching and to identify/prioritize instructional needs</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Provide professional development to teachers regarding MTSS, differentiated instruction and research-based strategies to support all learners</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) clearly define the method, duration, frequency, and measures for progress monitoring</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) identify and utilize research based diagnostic tools and process to determine root cause and areas of need for Tier 2/3 supports</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) establish formal and regular communication with parents to build their understanding of MTSS, purpose of interventions and tiered support systems and how they will support their children and to formally notify them when their child is identified to receive Tier 2/3 supports and interventions</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) establish a system of self reflection for MTSS to determine effectiveness of structures and systems</li> </ul> <p>Tags:</p>
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**Strategy 3**

If we do...	Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual
Then we see...	increased student engagement in learning and we will foster student ownership

which leads to...	...increased student achievement ...higher levels of student engagement ...reduction in achievement gaps between student sub groups ...fewer disciplinary infractions ...increased student attendance ...high levels of student promotion ...high levels of students accepted in selective enrollment high school ...maximized instructional time for time on task
Budget Description	
Tags	Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Performance Based-Assessment, CIDL: Curriculum, Literacy: Key Practice #1- Abundant Reading of Diverse Texts, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Progress Monitoring, ONS: Continuous Improvement, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Use questioning and discussion techniques to deepen student understanding, cultivate discourse, debate and discussion and require students to provide textual evidence for their reasoning  Tags:Curriculum, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Learner Focused, Science: Student Discourse, Math: Student Discourse, Math: Curriculum</li> <li>• (Not started) Use questioning and discussion techniques to deepen student understanding, cultivate discourse, debate and discussion and require students to provide textual evidence for their reasoning  Tags:Curriculum, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Learner Focused, Science: Student Discourse, Math: Student Discourse, Math: Curriculum</li> <li>• (Not started) Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence for their reasoning  Tags:</li> <li>• (Not started) Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence for their reasoning  Tags:</li> </ul>

- (Not started) convey high expectations for all students that enable practice and perseverance and provide scaffolded instructional supports to ensure student success

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- (Not started) convey high expectations for all students that enable practice and perseverance and provide scaffolded instructional supports to ensure student success

Tags:

- (Not started) Align learning tasks with standards based learning objectives and standards based assessments that reflect depth of knowledge

Tags:

- (Not started) Align learning tasks with standards based learning objectives and standards based assessments that reflect depth of knowledge

Tags:

- (Not started) Engage teachers in LASW Protocol to examine student instructional tasks and determine level of rigor and scaffolded supports to ensure student mastery

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- (Not started) Engage teachers in LASW Protocol to examine student instructional tasks and determine level of rigor and scaffolded supports to ensure student mastery

Tags:

- (Not started) Provide students with frequent and informative feedback to inform learning practices

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- (Not started) ensure fidelity of implementation of frequent progress monitoring strategies to support student mastery and to provide differentiated interventions, as needed, per student data

Tags:

	<ul style="list-style-type: none"> <li>• (Not started) ensure fidelity of implementation of frequent progress monitoring strategies to support student mastery and to provide differentiated interventions, as needed, per student data</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) participate in frequent cycles of data analysis to identify student strengths and areas of need and align differentiated instructional supports and structures to ensure student mastery of learning objectives</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) participate in frequent cycles of data analysis to identify student strengths and areas of need and align differentiated instructional supports and structures to ensure student mastery of learning objectives</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Use complex and leveled texts , require students to provide evidence, ensure that academic vocabulary is utilized during discourse and questioning, and utilize highly cognitive challenging tasks to engage and challenge students through productive struggle</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Use complex and leveled texts , require students to provide evidence, ensure that academic vocabulary is utilized during discourse and questioning, and utilize highly cognitive challenging tasks to engage and challenge students through productive struggle</li> </ul> <p>Tags:</p>
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**Strategy 4**

If we do...	
Then we see...	
which leads to...	.

Budget Description	
Tags	
Action steps	

# Action Plan

## Strategy 1

Research community partnership programs to network with and to establish relationships with to assist with coordination of school wide, parent-led special events, performances and initiatives and to provide resources to the school community

Jun 30, 2022 to Jun 30, 2022 - CIWP team Administration Parents Title I PAC LSC Teachers

Establish parent committees, who meet regularly and consistently, to lead school wide initiatives

Jul 01, 2020 to Jun 30, 2021 - CIWP team Administration Parents Title I PAC LSC Teachers

Create schedule, forum and platforms for parent voice to be frequently shared, heard and honored in decision making processes and provide opportunities for parents to formally contribute and participate in decision making about their children and about the school community

Sep 01, 2020 to Jun 30, 2021 - CIWP team Administration

Develop clear and consistent volunteer programming structures, at the school level, to support parent engagement

Jul 01, 2020 to Sep 07, 2020 - CIWP team Administration Parents Title I PAC LSC Teachers

Create regularly scheduled opportunities for parents to meet and plan school wide events and to support school wide initiatives

Jul 01, 2020 to Jun 30, 2022 - CIWP team Administration Parents Title I PAC LSC Teachers

Establish a highly functioning school wide PTA

Jul 01, 2020 to Jun 30, 2021 - CIWP team Administration Parents Title I PAC LSC Teachers

Recruit and Maintain a highly functioning Parent Advisory Committee(PAC)

Jul 01, 2020 to Oct 30, 2020 - CIWP team Administration Parents Title I PAC LSC

Engage parent representatives on the LSC (Local School Council) to recruit parents and to lead initiatives and committees

Jul 01, 2020 to Oct 30, 2020 - CIWP team Administration Parents LSC

provide multiple opportunities for parents to ask questions, make suggestions, raise concerns and give feedback

Jul 01, 2020 to Jun 30, 2022 - Administration Teachers Local School Council Parent Advisory Committee

communicate with families proactively and frequently about school, class and individual student progress

Jul 01, 2020 to Jun 30, 2022 - Administration Teachers Teacher teams Local School Council

conduct extensive outreach to families in need of specialized support through home visits and collaboration with community based social service agencies and partner with community agencies that can support families with social, emotional , educational and economic needs

Sep 07, 2020 to Jun 30, 2022 - Administration Clinical team Teachers Youth Intervention Specialist School Counselor

## **Strategy 2**

monitor student weekly attendance and provide frequent recognition and incentives for students who maintain 96% and above attendance rates(On-Track) and provide interventions and supports fro students and families whose attendance is below 96%, including transportation supports, incentives, connections to community, social-emotional resources

Sep 07, 2020 to Jun 30, 2022 - teachers attendance team administration MTSS Team

establish community partnerships to support at-risk student and families

Sep 01, 2020 to Sep 26, 2020 - Counselor Social Worker Case Manager MTSS Team Administration

Provide universal supports to prevent failing students and absenteeism and targeted supports and interventions fro grades below 'C" or chronic absenteeism

Sep 01, 2020 to Sep 30, 2020 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

establish formal MTSS Team that utilizes MTSS Framework Implementation Guide or other resources to align priorities and outcomes

Sep 07, 2020 to Jun 30, 2022 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

Track growth of ALL students, specifically students receiving Tier 2/3 supports based on district and school wide available data to accurately assess student achievement results and school practices

Sep 07, 2020 to Jun 30, 2022 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

Utilize multiple forms of data sources to determine local tiering criteria fro Tier 1 Tier 2, Tier 3 interventions

Sep 07, 2020 to Jun 30, 2022 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

develop a Menu of Tiered Interventions that clearly outlines the supports, resources, systems and structures for support at the local school level

Sep 07, 2020 to Jun 30, 2022 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

communicate MTSS related structures and outcomes to all stakeholders

Sep 07, 2020 to Jun 30, 2022 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

Engage in the Problem Solving Process to identify root causes and contributing factors of deficit areas

Sep 07, 2020 to Jun 30, 2022 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

Provide differentiated instruction and research based interventions in all classrooms to meet the needs of all students

Sep 07, 2020 to Jun 30, 2022 - Teacher Teams Teachers

analyze data in frequent data inquiry cycles to prioritize student needs and opportunities to improve and adjust instruction, guide grouping, re-teaching and to identify/prioritize instructional needs

Sep 07, 2020 to Jun 30, 2022 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

Provide professional development to teachers regarding MTSS, differentiated instruction and research-based strategies to support all learners

Sep 07, 2020 to Jun 30, 2022 - Administration

clearly define the method, duration, frequency, and measures for progress monitoring

Sep 07, 2020 to Jun 30, 2022 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

identify and utilize research based diagnostic tools and process to determine root cause and areas of need for Tier 2/3 supports

Sep 07, 2020 to Jun 30, 2022 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

establish formal and regular communication with parents to build their understanding of MTSS, purpose of interventions and tiered support systems and how they will support their children and to formally notify them when their child is identified to receive Tier 2/3 supports and interventions

Sep 07, 2020 to Jun 30, 2022 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

establish a system of self reflection for MTSS to determine effectiveness of structures and systems

Sep 07, 2020 to Jun 30, 2022 - Counselor Social Worker Case Manager MTSS Team Administration Teachers

### **Strategy 3**

Use questioning and discussion techniques to deepen student understanding, cultivate discourse, debate and discussion and require students to provide textual evidence for their reasoning

Sep 07, 2020 to Jun 30, 2022 - Teachers Students

Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence for their reasoning

Sep 07, 2020 to Jun 30, 2022 - Teachers Students

convey high expectations for all students that enable practice and perseverance and provide scaffolded instructional supports to ensure student success

Sep 07, 2020 to Jun 30, 2022 - teachers teacher teams

Align learning tasks with standards based learning objectives and standards based assessments that reflect depth of knowledge

Sep 07, 2020 to Jun 30, 2022 - teachers

Engage teachers in LASW Protocol to examine student instructional tasks and determine level of rigor and scaffolded supports to ensure student mastery

Sep 07, 2020 to Jun 30, 2022 - teachers teacher teams

Provide students with frequent and informative feedback to inform learning practices

Sep 07, 2020 to Jun 30, 2022 - teachers

ensure fidelity of implementation of frequent progress monitoring strategies to support student mastery and to provide differentiated interventions, as needed, per student data

Sep 07, 2020 to Jun 30, 2022 - teachers

participate in frequent cycles of data analysis to identify student strengths and areas of need and align differentiated instructional supports and structures to ensure student mastery of learning objectives

Sep 07, 2020 to Jun 30, 2022 - teachers teacher teams administration

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

Sep 07, 2020 to Jun 30, 2022 - teachers teacher teams

Use complex and leveled texts , require students to provide evidence, ensure that academic vocabulary is utilized during discourse and questioning, and utilize highly cognitive challenging tasks to engage and challenge students through productive struggle

Sep 07, 2020 to Jun 30, 2022 - teachers

Use questioning and discussion techniques to deepen student understanding, cultivate discourse, debate and discussion and require students to provide textual evidence for their reasoning

Sep 07, 2020 to Jun 30, 2022 - Teachers Students

Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence for their reasoning

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

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Use complex and leveled texts , require students to provide evidence, ensure that academic vocabulary is utilized during discourse and questioning, and utilize highly cognitive challenging tasks to engage and challenge students through productive struggle

Sep 07, 2020 to Jun 30, 2022 - teachers

## Strategy 4

# Fund Compliance

## ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

## ESSA Schoolwide Program

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

Quarterly Data Analysis of NWEA Data  
Curriculum Based Assessments (bi-weekly,quarterly)  
Parent, Staff, Student Surveys done Quarterly

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

MTSS-Academic and social Emotional Support.Intervention  
Extended Day tutoring and Enrichment

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

MTSS Universal Tiered Support and Instruction for academic and social emotional competency  
Extended School day Learning opportunities  
Research based PD for teachers  
Smaller class sizes  
Smaller adult to student ratios in all classrooms  
Differentiated /small group instruction on a daily basis  
SEL support/tiered intervention practices  
College and career Awareness at all grade levels

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

Youth Intervention Specialist-Tier II/III services  
Counselor Services-Tier II/III  
RIT Band Grouping according to NWEA Data  
Small group instruction  
Extended day academic supports  
Mentoring  
Tutoring

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

Wacker works with CPS HR department to actively recruit, interview and hire highly qualified teachers. Staff and Leadership Team members participate in interviews of potential candidate.s

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

During weekly grade level meetings, after school PD sessions and individual teaching coaching opportunities, Wacker teachers receive on-going professional development and coaching on research based practices and strategies to support academic rigor and excellence. Additionally, Wacker teachers attend off-site, content and strategy related professional development and then conduct staff training to share best practices and information.

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

Monthly Parent Workshops  
Parent Book Club  
Parent Committees

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

Step Up Day  
parent Workshops  
Teacher Vertical Planning Committees  
Kindergarten Recruitment Activities  
Open Houses  
School visits/tours with prospective parents/families  
Shadow Days for incoming Kindergarten Students

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

LSc Teacher Representatives  
Grade level teams  
Leadership team  
Assessment Plan Voting annually

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

Youth Intervention Specialist-Tier II/III services  
Counselor Services-Tier II/III  
RIT Band Grouping according to NWEA Data  
Small group instruction  
Extended day academic supports  
Mentoring  
Tutoring  
Parent Meetings/Workshops

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

Through district initiatives and mandates, Wacker will support cross coordination and integration of programs at the federal, state and local levels

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## **ESSA Targeted Assistance Program**

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Wacker has many opportunities for parents to partner with the school with planning for school review and improvement. Parents will meet monthly for the Local School Counsel, Parental Advisory Counsel, and participate in the parent workshops to review and revise the NCLB Parent Involvement Plan and the Parent Compact. Information from the PAC meetings will be shared during monthly LSC meetings and minutes will be shared with all parents through monthly newsletters. 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 and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting**

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, and during the July Organizational LSC meeting. An annual meeting will be 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 will be held monthly. All parents will be invited and encouraged to attend and participate.

**At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members**

**to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.**

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

**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 during Student Led Conferences. Teacheres also schedule grade level meetings with parents to discuss state assessment data and current assessment goals, supports, interventions and enrichment opportunities.

**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 ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.**

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 and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

Wacker conducts Parent ASPEN Parent Portal training Workshops during Parent Teacher Conferences (2x annually)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. Step by Step information has been provided to parents throughout the school year.

We have also made available to parents information on Compass Learning tool, which is a supplementary resources.

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

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

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 and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.**

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.**

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

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

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

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

NA

## School-Parent Compact (Complete)

**The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)**

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. Parent Teacher Conferences are held after the 1st and 3rd quarters. During the second quarter Parent Teacher conferences are held, students lead conference with their parents using the On Track Worksheets and NWEA report and report cards are distributed. At that time parents are able to sign up for Parent Portal training, as well.

**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, where they can access student progress on a daily basis. Wacker provides Report Cards and Progress Reports, BAG Reports, weekly calls. Parents receive newsletters and testing assessment data quarterly. Reports cards are provided every 10 weeks and Progress Reports are provided every 5 weeks.

**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, email, dojo, Google classroom, 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 and family members may volunteer, participate, and observe classroom activities.**

Wacker maintains a proactive volunteer program, aligned with the CPS Volunteer requirements, where parents complete the CPS Background checks and complete their volunteer interest forms to help support the school program. Teachers and parents work collectively with the Administration to identify opportunities for parents to volunteer to support the school environment.

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

Parents will ensure that students attend school daily and establish conducive environments at home to extend student learning and provide support. Parents will communicate with teachers regularly to ensure that student are successful in the classroom environment. Parents will reinforce expectations and learning at home and act as cohesive partners in education.

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

Through surveys, monthly LSC meetings, monthly Parent Advisory Committee Meetings, monthly Chat N Chews with the Principal, parents will be provided opportunities to share their suggestions, their voices and their ideas.

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

Students will maintain 96% attendance or above, proactively engage in the classroom, complete all classwork and homework, ask questions, self-advocate and participate in opportunities for support provided by the school.

## Parent Budget (Complete)

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

Sept-December-Parent Workshops on Supporting Literacy and Math Achievement  
 October-SEL Support Sessions with School Counselor  
 Jan-April-Monthly Parent Workshops on Supporting students SEL Awareness, College and Career Awareness, High School Application Process/Research, Assessment Data  
 Sept-May-Parent Book Club/Monthly Meetings

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

**Account(s)**

**Description**

**Allocation**

51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
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<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00