Wells Community Academy High School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Tanyamarie Wurster	Case Manager - ILT Member	twurster@cps.edu	Has access
Faith Petkus	Sped Teacher	fpetkus@cps.edu	Has access
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Team Meetings

Date	Participants	Topic
01/07/2019	Stosek, Varney, Petkus, Renteria, Kourafas, Jaimes, Scheib, Foster, O'Brien	Planning and team goals

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

- 3 - Leadership for Continuous Improvement
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**:
- 2 - Structure for Continuous Improvement
    - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 2 Design professional learning (PL) to achieve school-wide improvement goals
    - o 3 Design and implement school day schedules that are responsive to student needs
    - o 3 Align the budget to the CIWP priorities and the mission of the school
    - o 2 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
    - o 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)
    - o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
    - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 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
    - o 2 Curriculum connects to real world, authentic application of learning
    - o 3 Curriculum is aligned to expectations of the standards
    - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- o 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
  - o **Evidence**:
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 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
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 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)

- o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 3 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)
- o 3 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)
- o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 2 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)
- o 3 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)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 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)

- o   2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o   2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o   3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o   3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o   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)
- o   3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o   **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o   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)
  - o   3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o   3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o   3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o   **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o   2 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)
  - o   3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o   3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o   **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o   3 Study politics
  - o   3 Become informed voters and participants in the electoral process
  - o   3 Engage in discussions about current and controversial issues
  - o   3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o   2 Exercise student voice (REQUIRED: OSEL)
  - o   3 Authentically interact with community and civic leaders
  - o   2 Engage with their community
  - o   2 Take informed action where they work together to propose and advocate for solutions
  - o   2 Experience a schoolwide civics culture

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
2	Quality and Character of School Life: Physical and Emotional Safety	4
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
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: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Relational Trust	5

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	Cohort growth percentile on SAT
Root Cause 1	Lack of consistent year-to-year rigorous curriculum
Area of Critical Need 2	On-track rate
Root Cause 2	Low student engagement and minimally engaging curriculum

Area of Critical Need 3	Positive school culture
Root Cause 3	Lack of consistent, structured school-based climate and culture team

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
SQRP: SAT Cohort Growth Percentile I chose this metric to is importance for both student outcomes and the SQRP's emphasis on growth.	Overall		20.00	40.00
SQRP: PSAT 9 Annual Growth Percentile SAT scores can predict post secondary outcomes and the SQRP emphasizes growth.	Overall		30.00	40.00
Vision: Freshman On-Track FoT predicts graduation and is emphasized on the SQRP	Overall		90.00	91.00
Vision: Attendance Rate Attendance is a reasonable indicator of the school's overall climate and culture.				
(Blank)				

Required metrics (Highschool) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	If we align curriculum to AP frameworks and implement a Pre-AP curriculum for all students
Then we see...	students that are sufficiently challenged by the rigorous tasks
which leads to...	improved student growth and an increase in student growth percentiles
Budget Description	Pre-AP training for sophomore teachers, pre-AP books for frosh/soph, and Chromebooks. Lots of Chromebooks.
Tags	Equity: Resource Equity
Action steps	• (Not started) Pre-AP Training for art teachers and those teachers who have not attended Tags:Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Math: Rigorous Tasks • (Not started) Buying and distributing materials to staff and students Tags:

Strategy 2

If we do...	integrate the fine arts into core content area curriculum
Then we see...	multiple pathways to construct and demonstrate understanding
which leads to...	increased student performance and engagement.
Budget Description	Facilities Construction: Dance Studio, Recording Studios, Theatre Shop, & Auditorium Rehab, Professional Development, Instrument and Electronics Purchases,
Tags	Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide

Action steps	• (Not started) Programming creates shared planning time for all arts teachers Tags: • (Not started) Buy materials and tools for scene shop Tags:Arts Education: Embedding the Arts School-Wide • (Not started) Stipends for arts integration planning between arts and core content teachers Tags:Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide

Strategy 3

If we do...	cycles of formative assessment aligned to key standards
Then we see...	an understanding of each student's growth and their need for specific instructional strategies
which leads to...	a more supportive classroom learning environment, higher on track rates, and increased overall student growth including SAT.
Budget Description	Common planning periods, ILT tracking system
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OSEL: Supportive Classroom Environment, Science: Formative Assessment, Math: Formative Assessment
Action steps	• (Not started) School wide writing initiative Tags: • (Not started) Data tracking of impact through progressive cycles Tags: • (Not started) Planning for the formative assessment cycles Tags:

Strategy 4

If we do...	If we develop clear systems that focus on the integration of Social-Emotional Learning (SEL) within the school environment and develop clear protocols and expectations around safety and security
Then we see...	Then we will see the building of a restorative school culture where everyone is safe and supported. In addition, teachers, staff and students will know how to effectively handle daily situations and serious emergencies in a way that supports all individuals
which leads to...	Which leads to an increased feeling of safety and security within the school environment as measured by responses on the My School, My Voice Survey, the vast majority of students will report feeling safe within the school and we will score in the green in the survey.
Budget Description	Extended day pay for Culture and Climate Team meetings, staff professional development, student incentives, signage for RISE, teacher classroom resources for SEL
Tags	MTSS, Supportive and Equitable Approaches to Discipline, Equity: Fair Policie sand Systems, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	• (Not started) Staff professional development --- SEL integration within the curriculum, restorative practices, RISE integration school wide, DSC/CHAMPS training Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Climate & Culture Team - regularly meets to review data and plan initiatives Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) Explicitly developing and teaching expectations for RISE, within specific areas of the building - hallway, cafeteria, bathrooms, etc Tags:OSEL: Supportive School Environment • (Not started) Expand our school positive incentive system Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) SEL integration in all grade levels Tags:OSEL: SEL Instruction

Action Plan

Strategy 1

Pre-AP Training for art teachers and those teachers who have not attended

May 05, 2020 to Jul 31, 2020 - Arts teachers, Sophomore-level teachers, Varney

Buying and distributing materials to staff and students

May 05, 2020 to Aug 10, 2020 - Munoz

Strategy 2

Programming creates shared planning time for all arts teachers

May 05, 2020 to Jul 01, 2020 - Administration, Programmer

Buy materials and tools for scene shop

Aug 31, 2020 to Jun 30, 2021 - Business Manager, Administration, MCLT

Stipends for arts integration planning between arts and core content teachers

May 05, 2020 to Jun 30, 2021 - Business Manager

Strategy 3

School wide writing initiative

Sep 01, 2020 to Jun 30, 2021 - ILT, PLCs

Data tracking of impact through progressive cycles

Sep 01, 2020 to Jun 30, 2021 -

Planning for the formative assessment cycles

May 05, 2020 to Aug 31, 2020 - Business manager

Strategy 4

Staff professional development --- SEL integration within the curriculum, restorative practices, RISE integration school wide, DSC/CHAMPS training

Jul 01, 2020 to Jun 30, 2022 - Administration, Culture and Climate Team

Climate & Culture Team - regularly meets to review data and plan initiatives

Jul 01, 2020 to Jun 30, 2022 - Administration

Explicitly developing and teaching expectations for RISE, within specific areas of the building - hallway, cafeteria, bathrooms, etc

Jul 01, 2020 to Jul 30, 2021 - Culture and Climate Team

Expand our school positive incentive system

Jul 01, 2020 to Jun 30, 2022 - Administration, Culture and Climate Team

SEL integration in all grade levels

Jul 01, 2020 to Jun 30, 2022 - Culture and Climate Team

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.

The Wells root cause analysis showed that we must improve student growth percentiles, especially cohort growth. Last year's 1 year growth percentiles were with the average range (aggregate growth percentiles), but freshmen and junior cohort percentiles were below the 20th percentile. Additionally, the percentage of students meeting SAT cut scores is below the 20th percentile.

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

1. School as adopted a pre-AP curriculum in partnership with College Board
2. Wells will use formative assessment cycles to ensure a high level of support while implementing pre-AP curricula

3. As an arts magnet school, Wells will integrate arts into the content area classes
4. Wells will implement social emotional learning with the guidance of OSEL.

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.

The school will continue implementing College Board curricula to ensure grade level required rigor and complexity. This includes the use of pre-AP and Springboard materials. We will integrate arts into the curriculum to ensure high levels of student engagement and use formative assessments to identify the academic needs of students.

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).

Wells will, again, offer pre-AP curriculum along with Springboard for English and math. Wells will offer freshman and senior seminar in partnership with One Goal and Umoja. We will continue to have grade level teams identifying and addressing student academic needs along with a Care Team identifying and addressing social emotional needs.

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

Wells will use its college network to attract high quality, highly qualified teachers. We will maintain our relationship with the CPS Talent Office as well.

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.

Wells will continue to use two principal directed prep periods per week for teacher collaboration. Wells will have 10 teachers attend College Board summer training sessions as well.

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

Wells is hiring a computer teacher to teach parents how to use the Google suite. Our bilingual coordinator will continue to host BAC/PAC meetings.

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.

not applicable

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.

Wells will have its assessment schedule vote in the next ten days and continue to use its Instructional Leadership Team to steer the direction of the school.

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.

In addition to the use of formative assessment to identify the needs of students, we will, as stated above, use one principal directed prep period per week for teachers to meet in grade level teams. These identify student needs and implement supports. It is one part of our MTSS process.

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.

The local school council in partnership with the Instructional Leadership Team will ensure that federal, state, city, and local services and programs are coordinated.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

This will be accomplished by hosting online, virtual meetings and by reaching out to parents using surveys and personal phone calls. Periodic reviews will take place using the Parent Advisory Committee.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school

PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The projected date of this meeting is November 9, which is the date of our November Local School Council meeting. The PAC will meet biweekly and we will have quarterly parent meetings in which our Title I programs will be communicated. Parents will be notified of these meetings through emails and phone calls. Additionally, one of our coordinators will work with our communications team to ensure each family is called.

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.

The school will respond by having further discussions with stakeholders and implementing those suggestions where possible. Additionally, the school will host quarterly meetings, including parent conferences, where families will have the opportunity to provide suggestions. Those suggestions will be considered in the manner already described.

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.

This will be accomplished by providing students and families with a written report. Additionally, we will distribute the information during parent/teacher conferences.

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.

This will be acomplished by sending a letter with the information to the homes of our students.

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.

Wells will host curriculum nights for each of the grades. The counselors have hosted and will continue to host these. Additionally, we will have a computer teacher provide parents with training for the use of the 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.

Counselors will host quarterly meetings with parents for this purpose and a computer teacher will train parents to use parent portal and the Google Suite.

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.

This will be accomplished through professional development at the beginning of the school year. Additionally, a computer teacher will train teachers to better use communication tools with parents.

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

We will hire a computer teacher to teach parents how to better use technology to play an active role in their children's educations. Our PAC will continue to get suggestiong about how to best identify and address parent needs.

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.

We will send regular parent newsletters, use our automated calling system, and update our website. We will continue to send text messages and emails about important stakeholder meetings, activities, and trainings.

Policy Implementation Activities

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

[X] **<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>**

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

[X] **<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)

n/a

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.)

All students will engage in a rigorous and supportive Pre-AP and Fine Arts curriculum that meets their academic and social-emotional needs.

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 will host two parent teacher conferences at the end of the first and 3rd academic quarters. Additionally, Wells will continue to host curriculum nights in which parents and teachers can discuss academic progress. November 19 and April 22 are the two dates of schedule conferences.

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

The school will provide written reports 8 times during the school year and conferences on an as needed basis. Additionally, parents can check their child's progress at any time on parent portal.

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

Staff will be available during school hours and via email at any time. Teachers can use any number of offices to meet with parents.

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

Parents can volunteer for special projects or may help with field trips. Additionally, they can participate in PAC meetings.

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

Parents can monitor their child's attendance and academic progress using parent portal. They can assist in their child's learning by learning to use the Google Suite of online learning tools (Google Classroom, Google Meet, etc.)

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 can consult with the school at any time during school hours and at the various parent meetings after school.

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).

Parents can share in the responsibility by supervising their child's attendance and continually monitoring parent portal. They can communicate with the school when their child needs help by calling, emailing, or attending meetings.

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.

1. Our main goal is to train parents to use the Google Suite of learning tools. This is especially important due to the global pandemic.
2. Our second goal is to increase participation in the PAC meetings that occur biweekly.
3. Our goal is to have all parents attend report card pick up conferences.

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

Account(s)

Description

Allocation

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.	$2332.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
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)	$0.00
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 and family engagement 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 and family engagement 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 by used only by parents.	$0.00