

# Laura S Ward Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/27/2020	Dr. Bush, Ms. Eskridge, Ms. Webb, Ms. Linton, Ms. Makris, Ms. Watt	Identify additional members for CIWP; connect with ILT; develop plan for SEF for staff development day
01/31/2020	Bush, Eskridge, Webb, Linton, Makris, Watt, Schaefer, Sturgeon, Parker	Rating SEF Categories

## 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
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 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)
  - 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
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** The final rating was based on the school-wide survey and discussion as well as the CIWP Team analysis.
- 3 - Structure for Continuous Improvement
  - 3 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
  - 4 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
  - 1 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)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** The final rating was based on the school-wide survey and discussion as well as the CIWP Team analysis. Most stakeholders believe that the school has effectively implemented SEF 2018-2020 goal (professional learning systems). Evidence is found in consistency around school based teams (CIWP Team, ILT, GLM, & school-based committees.) . LSC met regularly 2019; however, LSC has not met consistently in 2020.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 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
  - 3 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 3 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:** The final rating was based on the school-wide survey and discussion as well as the CIWP Team analysis. There is evidence of S.T.E.M. integrated curricula school-wide. There is evidence of SEL standards embedded into curricula school-wide. There is some evidence of culturally relevant curricula; however, more needs to be done to implement culturally relevant texts school-wide. Evidence of implementation of curricula is grounded in various scope and sequence (Pre K - 8th grades) for the four major content areas. Evidence is shown in lesson and unit plans.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 4 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
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 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:** The final rating was based on the school-wide survey and discussion as well as the CIWP Team analysis.
- 2 - 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
  - 2 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
- 3 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:** The final rating was based on the school-wide survey and discussion as well as the CIWP Team analysis. Ward has an assessment protocol in place; however, there is more professional development needed to fully understand how to implement equitable balanced assessment and grading. Evidence is currently found in district assessments, interim assessments, classroom-based assessments. Ward currently has a school-wide grading policy.
- 2 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 4 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)
  - 2 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)
  - 4 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)
  - 3 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)
  - 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)
  - 2 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)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 3 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)
- 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 3 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)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 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:** The final rating was based on the school-wide survey and discussion as well as the CIWP Team analysis. MTSS (SEL) has improved significantly as evidence in MTSS Team meetings and documentation in ASPEN.
- 3 - 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 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
  - **Evidence:** The SEF was share school-wide via the SEF Survey, the CIWP team used the total school rating to determine the final rating for SEF.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 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)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** The final rating was based on the school-wide survey and discussion as well as the CIWP Team analysis. Evidence is found in our constant improvement in the 5 Essentials Survey over the last 3 years.
- 2 - Student Voice, Engagement, and Civic Life
  - 1 Study politics
  - 1 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 1 Experience a schoolwide civics culture
  - **Evidence:** The final rating was based on the school-wide survey and discussion as well as the CIWP Team analysis.
- 3 - Physical and Emotional Safety
  - 3 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)
  - 3 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:** The final rating was based on the school-wide survey and discussion as well as the CIWP Team analysis.
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 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)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** The final rating was based on the school-wide survey and discussion as well as the CIWP Team analysis. Evidence is seen because our students are responding to restorative practices. More students are connecting with their individual adult supporters and making efforts to think through their conflicts

rather than acting. Though there are still strides to be made, Ward is recognizing a steady decline in serious misconducts.

- 3 - Family & Community Engagement
  - 3 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).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 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)
  - 1 Partner equitably with parents speaking languages other than English
  - 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)
  - **Evidence:** The final rating was based on the school-wide survey and discussion as well as the CIWP Team analysis. Evidence is seen in the Parent Reports as well as an increase in parent participation in school functions.

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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: Balanced Assessment and Grading	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	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	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	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	MTSS-With an Emphasis on Attendance
Root Cause 1	we have a cohort of chronically absent students and chronically truant students; primary students are unable to get themselves to school; lack of parent accountability; students live out of the attendance area; inclement weather; poor attendance culture
Area of Critical Need 1	Balanced assessment and grading
Root Cause 2	common understanding of what balanced assessment and grading is and what it looks like; teacher misconceptions and distinguishing between grading/assessment of tasks vs. grading based on behavior; overwhelming amount of district-wide assessments
Area of Critical Need 3	Student Voice Engagement and Civic Life
Root Cause 3	diverse populations of students do not actively engage in events; lack of promotion of social and civic engagement by ALL staff; lack of professional development for students and staff



## 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  Our attendance was 94% SY 18 & SY 19. We are currently under 93% SY 20	African American Female		94.00	95.00
	African American Male		94.00	95.00
SQRP: National School Attainment Percentile - Math (Grades 3-8)  Our SY19 Attainment for was 33%. which is well below the National Average of 70th%. Both subgroups African American Female and African American Male were both below 40%. We are combining the subgroups to include all African American students.	African American		33.00	42.00
	Overall		39.80	40.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8)  Our SY19 Attainment for was 33%. which is well below the National Average of 70th%. Both subgroups African American Female and African American Male were both below 40%. We are combining the subgroups to include all African American students.	African American		21.00	23.00
	Overall		24.00	26.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS  Increase in EL student population from SY17 to SY20				
Vision: NWEA Attainment G2 (Math)  Our second grade female population continues to perform below 30% overall from SY2017 to SY2020 for ELA	Overall		27.60	30.00
	Female		37.50	40.00
	Overall		20.70	41.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: NWEA Attainment G2 (Reading)  Our second grade female population continues to perform below 30% overall from SY2017 to SY2020 for Math.	Female		23.10	25.00
Vision: NWEA Attainment G2-8 (Math)  To ensure that all Learners have access to content that will help them continue to close the Achievement Gap and move closer to Grade Level Proficiency.	Students with IEPs		29.70	32.00
	Overall		39.80	42.00
Vision: NWEA Attainment G2-8 (Reading)  To ensure that all Learners have access to content that will help them continue to close the Achievement Gap and move closer to Grade Level Proficiency.	Students with IEPs		21.60	22.00
	Overall		41.40	43.00
Vision: NWEA Attainment G2-8 (Math)  (Blank)	African American		40.00	42.00
	Students with IEPs		31.00	33.00
Vision: NWEA Attainment G2-8 (Reading)  (Blank)	African American		40.00	42.00
	Students with IEPs		23.00	25.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS  (Blank)	EL		22.00	24.00
Vision: NWEA Growth G3-8 (Reading)  (Blank)	African American Male		53.00	55.00
	African American Female		64.00	66.00

**Required metrics (Elementary) (0% 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)					

**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...	Build teachers capacity in balanced assessment by providing structured Professional Development, collaboration, and opportunities to apply strategies from professional Development.
Then we see...	A suite of Assessments (including formative, benchmark, and summative assessments) that teachers can use to inform instruction. Teachers will be able to create, implement, and analyze Balanced Assessments.
which leads to...	Teachers making data informed decisions around instruction that impacts student achievement.
Budget Description	
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> <li>(Not started) Provide teachers with professional development opportunities. Provide Assessment PD Resource List. PD will continue throughout the year. with the proper monitoring tools for administration</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</p>

## Strategy 2

If we do...	Provide all students with high quality civic learning experiences that will prepare students to effectively engage in civic life inside the school and in the community.
Then we see...	Students will be able to dig into difficult controversial issues (within the school and the community) by reading and studying politics, by analyzing text, developing respectful group discussions and writing skills.
which leads to...	Students developing the skills to help create a positive school climate, increase student engagement inside and outside the school walls and develop 21st century skills.
Budget Description	
Tags	Student Voice, Engagement, and Civic Life, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: STE(A)M Career Pathways (SSS6), SSCE: Student Leadership
Action steps	<ul style="list-style-type: none"> <li>(Not started) Teachers will provide students with civic learning experiences that include structures and function of government (school life, local, national, international). REACH observation tool, classroom pop-ins, increased student engagement, higher attendance rate, and increased student on track rate.</li> </ul> <p>Tags: Student Voice, Engagement, and Civic Life</p>

**Strategy 3**

If we do...	Consistently track all students academic and social and emotional growth, specifically Tier 2 and Tier 3 students with a clearly developed school-wide menu of interventions by using the MTSS Framework identified in ASPEN.
Then we see...	We will be able to progress monitor students growth with targeted support and effective interventions on an on-going basis
which leads to...	All students (specifically Tier 2 and Tier 3) receiving continuous and targeted Tier support to enhance their learning outcomes.
Budget Description	
Tags	Assessment: Monitoring Student Learning to Support Growth, CBE: Supports, Interventions, or Extensions, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> <li>(Not started) Continuous bi-weekly meetings of MTSS team to monitor teacher's identifying students and the implementation of differentiated targeted supports and measured by MTSS self assessment tool, administration, ILT, grade level teams which will analyze data to prioritize and improve instruction for all students growth.</li> </ul>

Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
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## Action Plan

### Strategy 1

Provide teachers with professional development opportunities. Provide Assessment PD Resource List. PD will continue throughout the year. with the proper monitoring tools for administration

Aug 24, 2020 to May 17, 2021 - Administration, Instructional Leadership Team, Grade Level Teams

### Strategy 2

Teachers will provide students with civic learning experiences that include structures and function of government (school life, local, national, international). REACH observation tool, classroom pop-ins, increased student engagement, higher attendance rate, and increased student on track rate.

Sep 08, 2020 to Jun 21, 2021 - Administration, Teachers, ILT. Grade Level Teams

### Strategy 3

Continuous bi-weekly meetings of MTSS team to monitor teacher's identifying students and the implementation of differentiated targeted supports and measured by MTSS self assessment tool, administration, ILT, grade level teams which will analyze data to prioritize and improve instruction for all students growth.

Aug 10, 2020 to Jun 21, 2021 - MTSS Team, Administration, ITL, Grade Level Teams

## 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.**

Ward's school based teams (i.e. CIWP, ILT, GLM, LSC, & PAC meet regularly to analyze data trends and modify existing structures for continuous improvement.

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

Ward follows a scope and sequence for the core content areas to ensure that every student is provided with rigorous, standards-based instruction. We infuse S.T.E.M. instruction to promote an interdisciplinary learning experience. To supplement core instruction, we offer extended day learning 2 days per week; morning reading club, and structured blocks intervention blocks.

**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.**

Ward follows a scope and sequence for the core content areas to ensure that every student is provided with rigorous, standards-based instruction. We infuse S.T.E.M. instruction to promote an interdisciplinary learning experience. To supplement core instruction, we offer extended day learning 2 days per week; morning reading club, and structured blocks intervention blocks.

**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).**

Tier 2 and Tier 3 SEL check-ins (daily)  
various mentoring partnerships that provide coaching and support for high needs students  
career day  
partnerships with colleges/universities (i.e. University of Chicago and Malcolm X)  
extended day learning  
Saturday School morning reading club  
structured blocks intervention blocks  
EL support schedule

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

Ward has recruited and retained highly qualified teachers by ensuring that teacher have the support and resources needed to perform their duties. We solicit educators to join team Ward via word of mouth, Ward staff references, and references from other colleagues. We advertise on social media platforms.

**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.**

We coordinate a yearly professional development calendar with professional development that is aligned to the CIWP and trends from school-wide data. Additionally, educator input is solicited; we believe in giving educators opportunities to self-select professional development that aligns with their personal growth goals and interests.

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

Family Parent Night, S.T.E.M. Night, parenting classes, school-wide assemblies, parent/teacher conferences, school newsletter, teacher newsletter, Parent of the Week, Class DOJO (and other social media), PAC meetings, Open House, job fairs

**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.**

highly qualified PreK teachers who promote the school vision and mission; frequent parent informational sessions; vertical grade level meetings (so primary teachers and early childhood teachers can plan for continuous improvement); professional development that is specifically aligned to Early Childhood

**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.**

ILT analyzes current assessments  
Teachers and ILT collaborate to research new assessments and modify current assessment structures  
Teachers vote [annually] for the school-wide assessment plan

**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.**

scope and sequence for the core content areas to ensure that every student is provided with rigorous, standards-based instruction. We infuse S.T.E.M. instruction to promote an interdisciplinary learning experience. To supplement core instruction, we offer extended day learning 2 days per week; morning reading club, and structured blocks intervention blocks.

**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.**

Instructional Leadership Team

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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.**

Administrators collaborate with the PAC to review ESSA policy and guidelines.

**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**

Notices will be sent (via letter, posted around school community, posted on school website, ROBO call, and school social media platforms) regarding the dates and times for the Annual Meeting. Following the Annual Meeting, the Title 1 Organization Meeting date and time will be determined and shared with families (via letter, posted around school community, posted on school website, ROBO call, and school social media platforms).

**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.**

During PAC Meetings, parents will be provided with information regarding curriculum and assessment used to measure their child's progress. Administration welcomes all parents' suggestions regarding the education of their children. Suggestions will be integrated into Ward's vision, mission, and school culture essentially enhancing the ability to promote student achievement.

**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.**



Standardized data is shared with parents at the beginning of each year and subsequent data reports (i.e. report cards, progress reports, B.A.G. Reports, individual student learner profiles) are consistently shared with parents via 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.**

All the staff at Ward are "highly qualified" for the positions they are staffed for.

**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.**

Notices will be sent home to inform parents about the dates and times of future PAC meetings. We will also send home flyers to announce parental involvement meetings. Parents will be informed of how to access their child's grades through Parent Portal. Ward will use all available social media to inform and update parents.

**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.**

Ward will invite vendors to the school during Report Card Pick-up to inform parents about supplemental programs that will help their child improve their academic performance. The school will also host Literacy Night where parents will receive training on how to work with their children on homework, literacy and math skills. Ward will host a STEM and Math Night to increase parents math knowledge to be able to help their child. In addition, Ward has a Parent Room where parents have the use of technology to connect to resources. Ward will seek to provide 16 hours of parenting classes for Non-Violent Parenting. Parents will learn how to address child stress stages, including behaviors and neurological development. Parents will learn the impact of media age and appropriate discipline actions along with toxic stress and how to counter it.\*\*\*

**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 will receive Professional Development in the areas of Social and Emotional Learning (SEL) to acquire knowledge, attitudes, and skills necessary to understand and manage student's emotions. Ward will also host Literacy Night. Teachers and vendors will hold small parent group sessions so parents will acquire the knowledge to help their children with homework and how to build reading and math skills. Ward will continuously communicate with parents through social media, (Class DoJo, and School Website) \*\*

**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.**

Pre-School teachers will arrange a Parent Meeting to inform parents of the different programs that will encourage and support parents and families to participate in their child's education. Pre-School parents will also be invited to the Literacy Night. Pre-School teachers will keep families informed throughout the year through Monthly Class Newsletters.\*\*\*

**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.**

The school will send out flyers and letters to inform parents of any and all programs, meetings and other activities in English and Spanish. All school information will be posted on the school's website and Class dojo in an understandable format and language.

### 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)**

All boxes are checked.

### 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.)**

Laura Ward Elementary, a STEM school, will provide an inclusive environment where students are safe and nurtured academically, socially and emotionally. As we embark on new horizons, we will create a community of learners who will be engaged in high quality, student-centered instruction to prepare them to be successful through college and career in order to compete in our global economy.

**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.**

Laura Ward STEM School will conduct parent conferences as scheduled by Chicago Public Schools new Calendar SY-2021 . Teachers will share with parents strategies that will extend and support learning at home.

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

Parents can view student progress daily through the use of Parent Portal and written reports will be sent home 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 may consult with teachers prior to the start of school. If a parent cannot come before the start of school, then a conference will be scheduled after school. In addition, parents can arrange a conference during the teacher's preparation period, if it does not conflict with scheduled meetings.

**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 may complete a Volunteer screening provided by CPS, then attend training locally before being assigned to a classroom. All parents can participate in activities designed specifically for their engagement. Classrooms can be observed with notification.

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

To inform and support parents, the Parents Handbooks outlines attendance, homework, and discipline policies and is provided to each student. CPS Parent Portal provides all parents with immediate access to their child's academic progress throughout the year.

**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 conference directly with teachers about decisions relating to the education of their children. Parents can meet with the Principal to share concerns. All parents can participate in the PAC monthly meetings.

**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).**

Teachers will design classroom protocols that will encourage students to take responsibility for their own learning. Students will continue to develop their own personal learning plan that focuses on attendance, SEL, and use the Student Portal to monitor their academic success.

**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.**

Our goal is to leverage current resources and relationships to increase parent engagement. Ward will host the Title 1 Annual Meeting and Organizational meeting to establish the PAC. We will implement additional metrics to promote parent engagement (i.e. connecting via social media platforms, inviting parents to Open House, soliciting face-to-face feedback, and hosting community events to welcome parents and other stakeholders into the building).

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<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
<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.	\$1000.00
<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.	\$660.00
<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)	\$110.00
<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 be used only by parents.	\$0.00