

James Wadsworth Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Rashid Shabazz	Principal	rkshabazz@cps.edu	No Access
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Christine Kijowski	Physical Ed. Classroom Teacher	cmkijowksi@cps.edu	No Access
Aldina Loggins	7th- 8th Grade Classroom Teacher	arloggins@cps.edu	No Access
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Cynthia Brawner	3rd Grade Classroom Teacher	cdbrawner@cps.edu	No Access
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Team Meetings

Date	Participants	Topic
01/24/2020	Rashid Shabazz, Lejon Ross-Busch, Christine Kijowksi, Aldina Loggins, Nykela Nixon, Michelle Warden, Cynthia Brawner, Jamie Johnson	SEF Survey

Framework

Category scoring

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

- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 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:**
- 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
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 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
 - 3 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:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 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
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards

- 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 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
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 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:**
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 2 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:**
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 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)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 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)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 3 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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:**
- 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
 - 1 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:**

Quality and Character of School Life

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

- 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 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)
- **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 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:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
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	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1
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: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	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	Math growth among students in grades 2-8.
Root Cause 1	Additional support needed for improving instruction around balancing the aspects of rigor when teaching math. Moving away from teaching math from a procedural only standpoint to balancing the 3 aspects of rigor: procedural, application and conceptual.
Area of Critical Need 1	Reading/Literacy growth among students with IEP's

Root Cause 2	Lack of Mastering the Science of reading as well the strategies to read words and understand texts. Also insufficient language and comprehension skills that will allow for Decoding and Language Comprehension.
Area of Critical Need 3	Reading/Literacy growth among students in grades 2-8
Root Cause 3	Lack of Mastering the Science of reading as well the strategies to read words and understand texts. Also insufficient language and comprehension skills that will allow for Decoding and Language Comprehension.

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
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>We were seeing a downward trend in our National School Growth Percentile in Math.</p>	Overall		60.00	70.00
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>We were seeing an upward trend in our National School Growth Percentile in Reading and collectively we strive to continue our effort to make gains in this area.</p> <p>We were seeing a downward trend in our Diverse Learner Growth Percentile in Reading and felt that this was an area that we can make significant improvements.</p>	Overall		85.00	90.00
	Students with IEPs		50.00	55.00
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>We are seeing an downward trend in our National School Attainment Percentile in Math</p>	Overall		50.00	55.00
	Overall		55.00	65.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Reading (Grades 3-8) We were seeing an upward trend in our National School Attainment Percentile in Reading and collectively we strive to continue our effort to make gains in this area.				
(Blank)				

Required metrics (Elementary) (100% complete)

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

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	Continue the partnership with the Achievement Network to set goals for improvements in our school practice and student performance by implementing a strong teaching and learning cycle that incorporates cycle of planning (SAS), reviews of student tasks and achievement data, targeted MTSS Tiered instructional practices, interim assessment, project based learning (PBL), adapting and reflecting on instructional practice.
Then we see...	Teachers? instructional plans reflect CCSS with tasks reflecting key shifts in literacy, mathematics and science, targeted instructional expectations per quarter, high-quality interim assessments, project based learning tasks, a well-rounded challenging

	instructional program, data analysis of student work, re-teaching practices for mastery, meaningful reflection and teacher collaboration
which leads to...	greater percentage of standards mastery of CCSS in reading and math with achievement in the top 10% as compared to national schools in our portfolio of schools network (ANET Interim Assessments) and school wide growth and attainment on NWEA reading and math in alignment with metric goals set within the CIWP.
Budget Description	Funds for ANET to support interim assessments, resources to establish and support data analysis routines, resources to purchase materials to support Project Based Learning modules, activities tasks and field-trips. Funds to support curriculum materials and online subscriptions (Learning Management System)
Tags	Leadership for Continuous Improvement, SSCE: Informed Action: Project-based learning or Service Learning
Action steps	<ul style="list-style-type: none"> (Not started) Provide professional development and conduct professional readings, on the key shifts in literacy, math, science and writing to ensure they are reflected in the development of standards-based rigorous tasks. Engage in ongoing analysis of students' tasks in cluster meetings, on PD days, and after school PD. Tags: (Not started) Provide ongoing professional development related to problem based learning where teachers build common language around Problem Based Learning and design high quality Problem Based Learning tasks. Tags: (Not started) Engage in ongoing professional development related to understanding and designing rigorous student tasks. Tags: (Not started) Utilize midpoint and endpoint benchmark assessments within the reading and math curricula for teachers to reflect on necessary instructional practice change to improve student learning outcomes. Tags:

Strategy 2

If we do...	Identify and target students early who are trending towards being off-track due to poor grades, undesirable behavior and low attendance and provide them with preventative measures to strategically address, support and monitor their progress towards being on-track. Implement a Social Emotional Learning (SEL) Initiative that focuses on 5 components of Total Student Well-Being which includes: Health(Mental, Physical and Cognitive), Relationships, Environment/Community, Purpose and Safety & Security.
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	Establish quarterly meetings to progress monitor, provide ongoing support and build teacher capacity to support students
Then we see...	an improvement in grades with students earning a ?C? or higher in all content areas (Reading, Math, Science and Social Studies), improved student behaviors, improved daily attendance, teacher capacity building centered on SEL integration and the components of Total Student Well-Being,
which leads to...	Achieving an on-track goal beyond 75% annually. Teachers/staff nurture students? interpersonal and behavioral skills through a variety of strategies, teachers cultivating and developing social-emotional skills within themselves by fostering positive student-teacher relationships.
Budget Description	Funds to provide academic and attendance incentives, ongoing professional learning workshops for students and staff.
Tags	MTSS, MTSS: Problem Solving Process, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Develop an off-track preventative measures system that includes: staff mentors, parent meetings and phone calls, off-track support group, anger management support group, in-school pullout, after school and Saturday school tutoring etc. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop and Implement a SEL PLC that provides teachers and staff the opportunity to collaborate and further understand SEL. <p>Tags:</p>

Strategy 3

If we do...	Continue implementing and modeling our EPIC3 (Engaged Learners, Problem-solvers, Innovative, Critical thinkers, Creativity, and Collaboration) habits to encourage a restorative approach to discipline so that students contribute each day to positive classroom environment that is reflective of restorative practices. Establish a comprehensive strategy to ensure that discipline policies and practices with clear definitions and consequences are in place, communicated and followed.
Then we see...	decrease in student misconduct over time and fewer class disruptions taking away from instructional time, increase student attendance, improved relationships between staff and students, students being accountable for their actions and finding ways to make it right, restorative consequences with a focus on relationships and community rather than isolation, improved student achievement and high levels of engagement around STEM centered learning.
which leads to...	growth and a healthy school climate for students and staff, building relationships, maintaining and in some cases repairing relationships, restorative practices and mutual respect being the foundations for interaction, an increase in overall attendance by 1% point each year moving from 95% to 96%, a stronger rating as measured by the My Voice

	My School survey for all categories to be rated as Strong (Well- Organized), a 5 % decrease in student misconducts over time,
Budget Description	Funds for quarterly workshops and professional development around restorative discipline processes.
Tags	Supportive and Equitable Approaches to Discipline
Action steps	<ul style="list-style-type: none"> • (Not started) Establish a Restorative approach to discipline steering committee including staff and at least two students to take ownership and provide direct support. Tags: • (Not started) Update presentation for teachers to use with students to establish rituals and routines around EPIC3 habits. Include embed MTSS Tiered instruction and SEL behavior strategies. Recruit student ambassadors to be involved with the creation of peer to peer materials. Tags: • (Not started) Engage in ongoing professional development on equitable instructional practices, unconscious bias and restorative approaches to discipline. Tags: • (Not started) Introduce a professional read/discussion paper about restorative approaches to discipline for implementation. Tags:

Strategy 4

If we do...	Leverage our school and community resources to promote a culture of healthy living. Our students will develop healthy habits that are reflective of nutrition, physical activity and overall well-being to improve conditions for life-long learning centered around wellness.
Then we see...	more families involved with healthy living to improve nutrition, physical activity and overall wellness. Students and their families supporting the implementation of the school wellness policies and putting these practices to use both at school and at home.
which leads to...	students experiencing the benefits of healthy habits which may lead to improved academics, behaviors and social emotional success as well as an understanding of how to deal with stressors that will help improve and maintain their own health beyond their k-12 educational experience.
Budget Description	Funds to support the after school student and family cooking classes as well as monthly incentives and professional development for the school wellness initiative.
Tags	Health & PE: Health Education Skill-Based Curriculum

<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Students will be asked to serve as wellness champions for the school to promote healthy eating and physical activity. School leadership team will nominate a school Wellness Champion to oversee and monitor progress for students and parents for the academic school year. The wellness champion will be responsible for providing the local school council with progress and promote healthy living via the school website <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide an after school student (grades 3-5 and 6-8) and family cooking class to support nutrition education, positive attitudes towards and an increase in fruit and vegetable consumption, and setting students and families up for making healthy food choices. <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) All staff members (including school nurse and counselor) will participate in training provided by the district in order to better understand ways to support students with Chronic Diseases. Student medical forms will be distributed to all parents at the beginning of the school year. Parents will be asked to return the forms and any relevant health information regarding their students <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide parenting classes that educates and teaches parents the skills needed to make healthy choices and how to shop for and cook nutritious foods as well as model healthy behaviors for our students. <p>Tags:</p>
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Action Plan

Strategy 1

Provide professional development and conduct professional readings, on the key shifts in literacy, math, science and writing to ensure they are reflected in the development of standards-based rigorous tasks. Engage in ongoing analysis of students' tasks in cluster meetings, on PD days, and after school PD.

Aug 26, 2020 to Jul 22, 2021 - Admin, ANET Partnership, STEM Coordinators, ILT Team

Provide ongoing professional development related to problem based learning where teachers build common language around Problem Based Learning and design high quality Problem Based Learning tasks.

Aug 26, 2020 to Jun 22, 2021 - STEM Coordinators, Admin, ILT Team, Teachers

Engage in ongoing professional development related to understanding and designing rigorous student tasks.

Aug 26, 2020 to Jun 22, 2021 - Admin ANET Partnership Teachers

Utilize midpoint and endpoint benchmark assessments within the reading and math curricula for teachers to reflect on necessary instructional practice change to improve student learning outcomes.

Aug 26, 2020 to Jun 22, 2021 - Teachers

Strategy 2

Develop an off-track preventative measures system that includes: staff mentors, parent meetings and phone calls, off-track support group, anger management support group, in-school pullout, after school and Saturday school tutoring etc.

Aug 26, 2020 to Jun 22, 2021 - MTSS Team, MTSS support staff, Admin

Develop and Implement a SEL PLC that provides teachers and staff the opportunity to collaborate and further understand SEL.

Aug 26, 2020 to Jun 22, 2021 - Admin, Teachers, Counselor, Social Worker, Support Staff

Strategy 3

Establish a Restorative approach to discipline steering committee including staff and at least two students to take ownership and provide direct support.

Aug 26, 2020 to Jun 22, 2021 - Staff School Counselor

Update presentation for teachers to use with students to establish rituals and routines around EPIC3 habits. Include embed MTSS Tiered instruction and SEL behavior strategies. Recruit student ambassadors to be involved with the creation of peer to peer materials.

Aug 26, 2020 to Jun 22, 2021 - Administration, ILT Students Ambassadors School Counselor

Engage in ongoing professional development on equitable instructional practices, unconscious bias and restorative approaches to discipline.

Aug 26, 2020 to Jun 22, 2021 - Discipline Steering committee, Administration Student Ambassadors School Counselor

Introduce a professional read/discussion paper about restorative approaches to discipline for implementation.

Aug 26, 2020 to Jun 22, 2021 - Discipline Steering committee, Administration Student Ambassadors School Counselor

Strategy 4

Students will be asked to serve as wellness champions for the school to promote healthy eating and physical activity. School leadership team will nominate a school Wellness Champion to

oversee and monitor progress for students and parents for the academic school year. The wellness champion will be responsible for providing the local school council with progress and promote healthy living via the school website

Sep 18, 2020 to Jun 11, 2021 - Teachers, support staff and students, ILT School Counselor, Administration

Provide an after school student (grades 3-5 and 6-8) and family cooking class to support nutrition education, positive attitudes towards and an increase in fruit and vegetable consumption, and setting students and families up for making healthy food choices.

Oct 02, 2020 to Jun 11, 2021 - Common Threads Cooking Class Chef, Space to Grow. Administration, School Counselor

All staff members (including school nurse and counselor) will participate in training provided by the district in order to better understand ways to support students with Chronic Diseases. Student medical forms will be distributed to all parents at the beginning of the school year. Parents will be asked to return the forms and any relevant health information regarding their students

Sep 01, 2020 to Sep 30, 2020 - Assistant Principal, School Nurse, Counselor School clerks, teachers

Provide parenting classes that educates and teaches parents the skills needed to make healthy choices and how to shop for and cook nutritious foods as well as model healthy behaviors for our students.

Sep 01, 2020 to Jun 11, 2021 - University of Illinois Exchange Program, Parent Resource Teacher, PAC

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.

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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.

Wadsworth STEM regularly analyzes school academic performance and assessment data throughout the academic school year to identify academic trends, academic performance as well as academic strengths and challenges. Teachers use the results of the assessment data to implement instructional best practices thus providing students the opportunity for ultimate achievement.

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

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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.

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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).

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

Wadsworth STEM is consistently advertising, sharing and branding the wonderful and excellent qualities that our educational community has to offer. We also build partnerships and relationships with the education departments and teacher preparation programs within the colleges around the city. Wadsworth STEM also posts its open positions bothe internally and externally.

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.

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

Throughout the academic school year parents will be provided with resources, materials, literacy and technology training to assist them in partnering with the school to improve their child's academic performance. Monthly meetings, scheduled seminars and trainings will be held to better equip the parents about the school's curriculum and academic initiatives. At the monthly PAC meetings, incentives will be provided to encourage parental involvement and a parent-to parent recruitment program will be implemented.

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.

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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.

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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.

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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.

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ESSA Targeted Assistance Program

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.

Wadsworth school community and parents are encouraged to become actively involved in the school, LSC, and the Parental Advisory Council. We will consistently hold monthly LSC and NCLB (PAC) meetings as well as an Annual Open House for all parents at the beginning of the school year. Through these meetings parents are given the opportunity to provide input as to strategies and ideas that will enhance the educational process for all students at Wadsworth. Parents will be notified of these meetings via digital marquee, posted written notices, flyers, school website and monthly school calendars. All information will be distributed or relayed in language easy to comprehend.

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 Annual Title 1 Parent Meeting and the PAC Organizational Meeting will be scheduled for September 29, 2018 and the dates for future meetings to be held during the upcoming school year will be determined at this time. These meetings will be held monthly from October 2018 to September 2020 . Also, if at all possible they will be scheduled at least one week prior to the LSC meetings, so that any NCLB PAC requests may be reviewed for approval. The meetings will be held at a variety of times as a convenience to parents to allow maximum participation. Parents will be notified during our annual open house, digital marquee and written notices.

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.

To ensure that parents become active participants in their child's education, we will review the parameters of the Title I program with them at the first NCLB PAC meeting in the fall. Our principal and appropriate staff will present pertinent information to parents that will describe and explain the core curriculum, expectations for being a STEM school and instructional support mechanisms in place for their child to achieve expected proficiency levels on interim, benchmark and state mandated assessments. This information will also be provided at our annual open house, parent meetings and report card pick up days.

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.

Parents will receive a copy of their child's academic performance on the NWEA/PARCC assessment on several occasions throughout the academic school year. The school will send out a report of the NWEA/PARCC scores at the beginning of the academic school year and prior to taking the NWEA/PARCC assessment for the same year. Parents will also have the option to request a printed report of their child's NWEA/PARCC assessment scores at any time during the academic school year.

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.

Every effort is made by the school administration to only assign highly qualified teachers (HQT) to teach our students. However, if it occurs that students have been taught at least four (4) consecutive weeks by a NHQ (not Highly-Qualified) teacher, the school will forward a letter in a timely manner notifying parents of this fact. The letter will be written in language easy to comprehend.

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.

This will be a continuous effort throughout the school year utilizing the first NCLB PAC meeting of the school year as a foundation where an overview of the NCLB Title I program is presented. Each component will subsequently be addressed in greater detail at each of the following NCLB PAC meetings to progress monitor and ensure access to resources for their child's overall academic success.

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.

Throughout the academic school year parents will be provided with resources, materials, literacy and technology training to assist them in partnering with the school to improve their child's academic performance. Monthly meetings, scheduled seminars and trainings will be held to better equip the parents about the school's curriculum and academic initiatives. At the monthly PAC meetings, incentives will be provided to encourage parental involvement and a parent-to parent recruitment program will be implemented.

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.

Wadsworth teachers and support staff will be participate in on-going professional development to ensure educators understand various ways to foster and sustain working relationships with parents that treat them as partners in our educational community. Teachers will be required to make regular calls communicating with parents academic expectations and strategies to help students reach their full academic potential.

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.

The Wadsworth CPC (Child Parent Center) program will continue to provide parents with resources, materials and information to assist parents in preparing their children for kindergarten. Pre-school

parents are also encouraged to attend monthly meetings, LSC meetings and monthly PAC meetings to gain an understanding of how to help their child succeed and prepare for kindergarten.

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.

Communication with parents regarding monthly meetings are distributed in the form of flyers, newsletters and reminder notices. The documentation includes dates, times, locations and the school's contact information.

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)

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.)

The Wadsworth educational community will effectively and appropriately facilitate students and academic and social development. The mission will be accomplished through the establishment of and adherence to measurable and clearly defined high academic expectations. Students will be educated in a nurturing and supportive educational community that is genuinely committed to ensuring all students reach their full potential academically and socially. Wadsworth PreK-8 will establish and maintain an environment where students and staff, along with parents, guardians, and community stakeholders come together as a community of life-long learners to ensure that our students will be empowered to reach their full potential, as well as become adult citizens who are capable of making legitimate contributions to their respective communities and beyond.

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.

Parents are informed at the beginning of the academic school year of scheduled parent-teacher conference days to be held once in the first quarter and once in the third quarter. (November 15, 2019 and April 18, 2020) Parents are also informed via newsletters and during monthly meetings of their option to request a parent-teacher conference with their child's teacher throughout the academic school year to monitor their child's academic progress.

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

All parents will be provided with the school performance profiles and assistance with interpreting the child's assessment results. They will also be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet. Students will receive a quarterly progress report at the half-way point for each marking period for parents to be informed of their child's progress. In addition to the progress reports, parents receive a formal report card at the end of each quarter for their children and may request a copy of their child's report card from the school counselor.

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

Parents are able to access and schedule appointments for conferences via staff e-mail, phone, written correspondence and in person school visits. Teachers are available to meet with parents on school days between 8:00 am and 3:00 pm during the teacher's designated planning time. Appointments are also available after school ends at 3:00 pm. Locations for conferences may vary and can be held in the classroom, designated conference rooms and/or the administrative offices. Parents are also encouraged to communicate with their child's teacher to request a conference, check weekly progress and/or schedule a convenient time to meet with the teacher about their child's academic progress.

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.

The Wadsworth school community encourages parents to offer their time and talents to support the academic success of their children. Parents are welcomed in the building however, they must undergo and complete the CPS Parent Volunteer application. After successfully completing the application and being approved parents may request with the teacher a specific time in which the parent may volunteer, participate and observe classroom activities throughout the academic school year.

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

Our school has a number of programs to help parents support literacy and math instruction for students in all grade levels. During monthly meetings, newsletters and parent-teacher conferences, parents are made aware of our programs and provided with tips and suggestion on ways they can support their children with academic instruction at home.

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

Through a series of meetings, conferences and seminars, parents are made aware of the school's continuous plan to increase academic achievement whereby their input is both valued and included in the annual plans.

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).

The students of Wadsworth PreK-8 STEM will share in the responsibility for improving their academic achievement by attending school on a consistent basis, displaying a positive attitude towards their education, working towards classroom and curricular incentives. The students will also learn how to build character as they become immersed into the new literacy curriculum, earn points associated with reading and gain a deeper understanding in mathematics via nonlanguage based, visual instructional software. Students will be encouraged to take responsibility for their education through the successful implementation of P.B.I.S. Student incentives and award recognition will also be provided to acknowledge and support academic achievement.

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.

As a Parent Advisory Council, we would like to learn and provide the greater Wadsworth STEM parent community with information and resources to help ensure all students and families understand the benefits of STEM. We would like for parents to develop a growth mind-set, leverage educational programming at home, increase the number of STEM-related family outings, and help their children make career connections in the STEM fields. Though various initiatives sponsored by the Wadsworth STEM PAC we hope to empower our parent community to embrace STEM and continue to advocate for excellence for the families in our community.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
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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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$975.00
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