

Ida B Wells Preparatory Elementary Academy 2020-2022 plan summary

Team

| Name | Role | Email | Access |
|---------------------|-----------------------|------------------------------|------------|
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Team Meetings

| Date | Participants | Topic |
|------------|---|-------------|
| 01/31/2020 | Vincent Izuegbu, Jeanine Donaldson, Cathy Glenn, Joyya Jones, Jeffery White, Kathleen O'Doherty | SEF Ratings |

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)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** internal walk-throughs, state of the school address, PLC, ILT, literacy night
- 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
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 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
 - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** PLC, master schedule, high teacher retention rate, LSC, Admin Team,

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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 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:** lesson plans, IB unit plans, Second Step, calm classroom, one-on-one computer, interactive computer programs
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 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
 - 4 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:** Anchor charts, close reading, achieve 3000, Khan Academy, IXL, Pearson Realize
- 3 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** heat maps, fix-it-Fridays, measuring up, grading scale, grading weights
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? 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)
- 4 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)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 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)
- 2 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)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 4 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)
- 4 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)
- 4 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)

- 4 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)
- 4 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)
- 4 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)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** PLC, IEP meetings, correspondence with parents, parent conferences, PAC programs,
- 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
 - 4 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:** Social Worker, School Counselor, Upper Grade Teachers, Primary Career Choice Day, Career Fair

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:** Parent teacher conferences, circle groups, mentors, parent phone calls, anecdotal records,
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 4 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)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 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:** Food drives, Coat drive, Student Council, Debate teams, Volunteerism
 - 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)
 - 3 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:** Support Staff, Monitors, Security Guards, PLC, ILT,PAC, Teacher Meetings, Teacher collaboraton, working lunches, incentive committees, attendance committee
 - 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Teacher-student conference, parent-student conference, parent, principal, parent, student conference, in class incentive, in school detention, incentive rewards for behavior, conflict resolution, field trips, monthly/weekly incentives, classroom incentives, class dojo
 - 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
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 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:** Parent literacy night, report card pickup, school newsletters, robo calls, parent conferences
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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 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | 1 |
| 3 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | 2 |
| 3 | 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 |
| 3 | Quality and Character of School Life: Physical and Emotional Safety | 3 |
| 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 | 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 | SQRP: Reading Growth Percentile Grades 3-8 |
|-------------------------|--|

| | |
|-------------------------|---|
| Root Cause 1 | Lack of consistency of instruction at grade level |
| Area of Critical Need 1 | SQRP: Math Growth Percentile Grades 3-8 |
| Root Cause 2 | Lack of consistency of instruction at grade level |
| Area of Critical Need 3 | Attendance Rate |
| Root Cause 3 | Lack of motivation due to disruptions in the school calendar. |

Vision metrics

| Metrics (select 3-5) | Student groups (1-2 for each metric) | SY19 data actual (provided by CPS) | 2020-2021 goal | 2021-2022 goal |
|---|--------------------------------------|------------------------------------|----------------|----------------|
| SQRP: National School Growth Percentile - Reading (Grades 3-8) Wells received 3 SQRP points for 68 growth %ile, a growth %ile of 70 is needed for 4 SQRP points. Also Reading 2019-2020 MOY data reflects a decrease in grades 3-8 average RIT - from 210.3 in MOY 2018-2019 to 208 in MOY 2019-2020 | Overall | | 70.00 | 74.00 |
| | African American | | 70.00 | 74.00 |
| SQRP: National School Growth Percentile - Math (Grades 3-8) Historical data has shown that when we focus on Math, we see a drop in Reading growth. Wells has to find a way to focus on both Math and Reading because it needs a growth %ile of at least 70 in both subjects to maintain its level one status. Also Math 2019-2020 MOY data reflects a decrease in grades 3-8 average RIT - from 213.1 in MOY 2018-2019 to 210.4 in MOY 2019-2020 | Overall | | 78.00 | 80.00 |
| | African American | | 78.00 | 80.00 |
| Vision: Attendance Rate 95% attendance rate is needed to maintain 4 SQRP points and that's critical to Wells maintaining its level one status | Overall | | 95.00 | 96.00 |
| | African American | | 95.00 | 96.00 |
| (Blank) | | | | |
| (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 well organized for 2018-2019 school year and our goal is to maintain same rating every year | | | | 5.00 | 5.00 |

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... | Integrate IB learner profile and ATL skills within the daily implementation of balanced literacy and balanced Math instruction. Focus on gradual release of responsibilities to engineer, encourage, and scaffold student thinking. |
| Then we see... | Instruction is consistently on grade level and aligned to Common Core Standards. Additionally, students improve in their perseverance in solving higher order tasks and answering questions involving higher order thinking. |
| which leads to... | National School Growth Percentile in Reading and Math will increase to 70 and 80 respectively. |
| Budget Description | Investments in teacher professional development from Scholastic and Pearson, instructional observation and feedback, instructional monitoring, peer observation and feedback are important levers for successful implementation. |
| Tags | Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks, Math: Curriculum |
| Action steps | <ul style="list-style-type: none"> (Not started) Balanced Math and Envision Math teacher professional development Tags:Teacher Leader Development & Innovation: Teacher Teams |

| | |
|--|--|
| | <ul style="list-style-type: none"> (Not started) Balanced literacy and Reading Street teacher professional development <p>Tags:Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Teacher peer observations and feedback centering on gradual release and explicit teaching <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Development of school specific checklist to monitor school problem of practice via ILT and Learning Walks <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Daily adherence to Network approved balanced Literacy and balanced Math schedules in K-8 classrooms. <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) Develop and issue end-of-year (school specific) IB report card to MYP students <p>Tags:</p> |
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Strategy 2

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|--------------------|--|
| If we do... | Daily implement guided reading and guided math instructions with flexible student grouping based on most recent assessment data |
| Then we see... | Teachers are better positioned to differentiate instruction and address specific individual student needs regularly and consistently |
| which leads to... | National School Growth Percentile in Reading and Math will increase to 70 and 80 respectively. Also Diverse Learner Growth Percentile ? Math and Diverse Learner Growth Percentile ? Reading will show growth. |
| Budget Description | Teacher professional development in guided reading for new teachers and continued developed for other teachers will be key. Properly training tutors and instructional assistants are levers for success. |
| Tags | Literacy: Key Practice #1-Abundant Reading of Diverse Texts, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation, Math: Equitable Access |
| Action steps | <ul style="list-style-type: none"> (Not started) Continued professional development on guided reading |

| | |
|--|---|
| | <p>Tags:Literacy: Shift 4-21st Century Professional Learning</p> <ul style="list-style-type: none"> (Not started) Continued professional development on small group instruction <p>Tags:Literacy: Shift 4-21st Century Professional Learning</p> <ul style="list-style-type: none"> (Not started) Hire and train college tutors <p>Tags:Literacy: Shift 4-21st Century Professional Learning</p> <ul style="list-style-type: none"> (Not started) Set robust classroom and individual student targets for each benchmark assessment <p>Tags:Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> (Not started) Offer remediation programs through after-school program and Saturday school <p>Tags:MTSS, Personalized Learning: Tailored Learning/Differentiation</p> |
|--|---|

Strategy 3

| | |
|--------------------|--|
| If we do... | Foster positive relationships among students through the Implementation of second step for grades K - 8 and restorative practices (peer jury and talk circles) for grades 3-8 students. |
| Then we see... | Students manage their emotional and social lives better, develop interpersonal skills, coping mechanisms, decision-making skills, and problem-solving skills. Improved emotional and social lives will lead to improved self esteem, which in turn sets students on the path of social success and academic readiness, and improved productivity. Overall, there is an increased sense of safety and community among students. Relationships and attitudes among students are better and they are excited to come to school. |
| which leads to... | Attendance rate will increase from 95% to 96% and suspension rate will decrease as well. School's rating in the five essentials survey will remain "well organized" |
| Budget Description | Professional development on second step and restorative practices and compliance monitoring |
| Tags | OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment |
| Action steps | <ul style="list-style-type: none"> (Not started) Second step professional development <p>Tags:OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) Restorative practices professional development |

| | |
|--|--|
| | <p>Tags: OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) Second step weekly instruction <p>Tags: OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (Not started) Implementation of restorative practices <p>Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</p> |
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Action Plan

Strategy 1

Balanced Math and Envision Math teacher professional development

Aug 24, 2020 to Dec 18, 2020 - Dr. Izuegbu

Balanced literacy and Reading Street teacher professional development

Aug 24, 2020 to Dec 18, 2020 - Dr. Izuegbu

Teacher peer observations and feedback centering on gradual release and explicit teaching

Oct 05, 2020 to Mar 26, 2021 - Principal White Dr. Izuegbu

Development of school specific checklist to monitor school problem of practice via ILT and Learning Walks

Sep 01, 2020 to Sep 30, 2020 - Principal White

Daily adherence to Network approved balanced Literacy and balanced Math schedules in K-8 classrooms.

Sep 07, 2020 to Jun 18, 2021 - Principal White Dr. Izuegbu

Develop and issue end-of-year (school specific) IB report card to MYP students

Jan 11, 2021 to Jun 18, 2021 - IB Coordinator

Strategy 2

Continued professional development on guided reading

Aug 24, 2020 to Mar 31, 2021 - Principal White Dr. Izuegbu

Continued professional development on small group instruction

Aug 24, 2020 to Aug 24, 2020 - Principal White Dr. Izuegbu

Hire and train college tutors

Oct 01, 2019 to Feb 28, 2020 - Dr. Izuegbu

Set robust classroom and individual student targets for each benchmark assessment

Sep 28, 2020 to Mar 31, 2021 - Dr. Izuegbu

Offer remediation programs through after-school program and Saturday school

Nov 02, 2020 to Apr 30, 2021 - Principal White Dr. Izuegbu

Strategy 3

Second step professional development

Aug 24, 2020 to Dec 31, 2020 - Principal White Dr. Izuegbu

Restorative practices professional development

Aug 24, 2020 to Mar 31, 2021 - Principal White Dr. Izuegbu

Second step weekly instruction

Sep 28, 2020 to Jun 18, 2021 - Principal White Dr. Izuegbu

Implementation of restorative practices

Sep 28, 2020 to Jun 18, 2021 - Mrs Belesiotis (counselor)

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

ESSA Schoolwide Program

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

The CIWP process starts with a comprehensive needs assessment in which all stakeholders participate. All school wide programs are rooted in the comprehensive needs assessment and are reviewed annually.

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

Annual review of comprehensive needs assessments review involves most recent qualitative and quantitative data (both achievement and social and emotional) to clearly identify current trends and better address student needs using Multi-Tiered Support System to provide adequate opportunities and support for advanced levels of academic achievement.

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.

Guided reading, small group instruction, balanced math and literacy instruction are proven methods (that help identify and support student's weaknesses both individually and in small groups) upon which our reform strategies revolve..

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).

Counseling and college awareness, second step are all integral part of our reform strategies. We also offer Saturday school and after-school remediation programs in addition to the services (counseling, mentoring, behavioral help, social work) offered by our partners - 21st Century, Ada S McKinley, and HELP clinical services.

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

At Wells, all roads lead to college and we pride ourselves with excellence. Our overall school climate (orderly and organized), academic rigor, and student discipline make Wells Prep a good place to work and our teacher retention for the past 5 years is almost 100%.

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 have continued professional learning around small group instruction, guided reading, Reading Street, and Envision Math, which are the key levers to our plan and success.

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

Wells Prep has a function Parent Advisory Council that is very active in the building. PAC monthly meetings, literacy night, fund raising activities provide opportunities for parent involvement.

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.

Critical kindergarten literacy and technology skills are integrated in our Head Start program throughout the year and the goal has always been for our four -year-olds to start reading in the last quarter of every school year.

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.

Teachers are part and parcel of the school administrative team and Instructional leadership. Most academic decisions are made during our Professional Learning Community or Grade Level Teams that meet once a week.

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.

Guided reading and small group instruction are proven and effective instructional strategies for addressing students' academic deficiencies. Additionally Wells Prep has invested in E-learning resources (achieve 3000, IXL, Pearson realize, Raz kids) that provide personalized learning for each student.

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.

On a broader scale, Wells Prep vision and mission statements provide an understanding that give meaning to our programs. On a narrow scale, data-based strategies, milestones, and actions as articulated in the CIWP integrates and anchors all essential programming at Wells Prep.

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.

The Parent Advisory Council and the Local School Council chairpersons are active members of the CIWP team, and will work together to ensure strong parent contributions to, and in review of, the NCLB Title 1 School Parental Involvement Policy. In addition to this, current practice ensures that the NCLB Title 1 School Parental Policy is on the agendas for both the monthly LSC and PAC meetings, and at least two members from the CIWP team are present to hear parent concerns and provide feedback.

Additionally, the administration acknowledges challenges facing parents seeking assistance and obstacles that make effective parent leadership difficult at Wells. Therefore, the administration has appointed Dr. Vincent Izuegbu as the Parent Liaison and has agreed to work to ensure:

1. Easier access to administration
2. Friendlier, helpful office staff
3. Universal availability of NWEA (or any other designated tests) test prep materials and updates on student progress
4. PAC/LSC meetings, events, and updates are placed on the school's website, social media page(s), school outdoor signage, are included in announcements, and school publications. This includes prompt distribution of paper notices by teachers.
5. Parent involvement policies and methods to be included in professional development curriculum. This should include an introduction of the regular parent volunteers and parent leaders that serve on the PAC and LSC.
6. Advanced notice of chaperoning, meaningful volunteer opportunities, and possibilities to donate services or goods, that contribute to the overall climate and culture of the school.
7. Implementation of the Graduation Committee, with the purpose of planning the 8th grade trip, (to be selected by vote of the 8th grade parents), ceremonies, high school selection support, and fundraising to sustain the aforementioned tasks. The Graduation Committee will consist of:
 - a. 2 Parent Leaders
 - b. 2 Parents with Graduates
 - c. 2 Teachers
 - d. LSC and Administration (no minimum)
8. Implementation of New Parent Orientation with the following suggested format:
 - a. Coffee with the Principals (Welcome, School Policies, Q&A) 15 min
 - b. Building Walk Through (Organizational Chart, Tour of Facility/Parent Room)
9. Advanced notice of school testing blocks by all ? call, and backpack mailings
10. Appointment of Special Events Coordinator

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

September 18, 2018 is the projected date for both the Title I Annual Meeting and the Title I PAC Organizational Meeting. These are completely two different meetings that will be held the same day - one after the other. Current practice ensures that NCLB, Title I school programs appears on PAC monthly meeting agenda and by so doing, parents get the monthly opportunity to hear about Title I requirements and their rights to get involved.

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.

Throughout the school year, Wells Prep organizes Open House, State of the School Address, Grade-Level Parent Meetings, Parent-Teacher Conferences, and Parent Workshops - avenues to provide parents with information regarding Title I programming and explanation of curriculum, instruction, and assessment tools (NWEA, PARCC, TRC, Dibels, and IXL Reading and Math) used to monitor progress and render needed intervention.

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.

There is some form of academic report that goes out to parents every five weeks. Progress reports go out every five weeks and report cards go out every ten weeks. Also, various teachers send home weekly and periodic reports to parents. Wells Prep uses different assessment tools to monitor student progress, and these tools (NWEA, PARCC, TRC, Dibels, IXL Reading and Math) have reports associated with them which are made available to parents periodically

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.

School administration will work to ensure that, barring an unforeseen circumstance, we will start each school year fully staffed. Right to Ask Letters will be sent at the beginning of the school year (within first three weeks of the school year), and at any point in the school year where there is an expected/unexpected teacher absence that is not filled with a ?highly qualified? teacher, (within two weeks of vacancy).

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.

Throughout the school year, Wells Prep organizes Open House, State of the School Address, Grade-Level Parent Meetings, Parent-Teacher Conferences, and Parent Workshops - avenues to provide parents with information regarding Title I programming and explanation of curriculum, instruction, and

assessment tools (NWEA, PARCC, TRC, Dibels, IXL Reading and Math) used to monitor progress and render needed intervention.

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.

Wells has a room (parent room) dedicated to parents and used for all parent workshops and parent programming information. Also, all pertinent information regarding parent programming will be available in the main office and on the school's website - wellsprepelementary.com. The school's technology coordinator will specifically assist with parent training in navigating parent portal, PARCC, IXL Reading and Math, and NWEA because through these enrichment/remediation programs Wells Prep is able to extend learning at home, and as such, providing parents opportunities to assist in teaching, tracking, and monitoring their children's learning.

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.

Every school year begins with professional development workshop for teachers and the entire staff. Also, there are quarterly school improvement days built into the district's school calendar - including weekly PLC's (professional learning communities) and quarterly staff meetings. The afore-mentioned professional learning opportunities will feature an external vendor that highlights the value and utility of contributions by parents and teach both groups skills and techniques for collaboration and coexistence. These sessions should include restorative justice practices, like peace circles for effective team building.

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 ILT (Instructional Leadership Team) will include a Head Start teacher, and this inclusion will ensure coordination and integration between Head Start and all parent programming.

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.

Wells has a room (parent room) dedicated to parents and used for all parent workshops and parent programming information. Also, all pertinent information regarding parent programming will be available in the main office and on the school's website - wellsprepelementary.com

Monthly Parent Advisory Council Meetings are the ideal space for general questions and concerns directed at administrators and parent leaders. However, personal and student specific issues can be addressed to teachers/staff through CPS email, parent portal and phone calls. Parents can come to the main office to

schedule meetings with staff and administration throughout the school year. The posted policy regarding staff/parents' consultations should include a clear escalation chain for unresolved concerns.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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 21st Century mission of the Ida B. Wells Preparatory Academy community is to develop an educational program that will prepare our students to live and work in the new millennium. We are committed to meeting the educational and social needs of all students by providing experiences that will enable them to become productive, responsible citizens with a capacity for lifelong learning.

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.

Parent-teacher conferences for the 2016-2017 school year will be held on November 2, 2016 and April 19, 2017 for the first and third quarters respectively. Also parent conferences will be scheduled throughout the year on a need-to basis.

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

Progress reports go out to parents every five weeks. Also parents receive behavior and academic progress on a daily and weekly basis through class dojo, parent portal, and electronic mails.

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

Monthly Parent Advisory Council Meetings are the ideal space for general questions and concerns directed at administrators and parent leaders. However, personal and student specific issues can be addressed to teachers/staff through CPS email, parent portal and phone calls. Parents can come to the main office to schedule meetings with staff and administration throughout the school year. The posted policy regarding staff/parents? consultations should include a clear escalation chain for unresolved concerns.

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.

Wells has processes and structures in place to consistently partner with all stakeholders which includes parents, staff, and students. Parents are encouraged to volunteer in the school cafeteria, recess, parent room, copy room, and the classrooms. There is a volunteer sign-in sheet for parents to sign in every day and volunteer badge for them to pin to their clothing while volunteering.

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

PAC and administration will identify ways key practices for supporting student learning. Parental growth opportunities will regularly be made available to assist parents in the process. The school's technology coordinator will specifically assist with parent training in navigating parent portal, PARCC, IXL Reading and Math, ST Math, Compass Learning, and Acuity because through these enrichment/remediation programs Wells Prep is able to extend learning at home, and as such, providing parents opportunities to assist in teaching, tracking, and monitoring their children's learning.

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

Advanced notice of pertinent decisions that are presented to the Local School Council by administrators ensures that elected LSC parents can gather well rounded feedback from the PAC and form a response that represents the school's parent voice.

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).

Wells Prep has a 95% attendance policy that requires students to at least have 95% attendance rate in order to participate in all field trips, graduation activities, sports, and other extra-curricular activities. In addition we have developed systems for daily, weekly, monthly, and quarterly attendance incentives for k-8 students. For sports in particular, students must be on-track in order to participate. Being on track means at least 95% attendance rate, and a C or better in both reading and math.

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.

It is the goal of Wells Prep PAC to help raise funds to support extra curricular activities at Wells. Another goal is to build parent capacity to support their children with their academic needs in that way homes become extensions of Well Prep classrooms.

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 |
| 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. | \$500.00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$500.00 |
| 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) | \$900.00 |
| 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 |