

Woodlawn Community Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Name	Role	Email	Access
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Joe McCord	LSC Community Representative	joemccord426@gmail.com	No Access
Stephon Robinson	PAC Chairperson	stephonrobinson899@gmail.com	No Access

Team Meetings

Date	Participants	Topic
01/31/2020	LoWanda Bell, Dashe Rowland, Jennifer Hartsig, Renee Salahuddin, Lindsay Jefferson, Joi Chambers-Jeter, Rachel Roberts, Patricia Bell, Carisa Johnson, Pamela Roberts, Anissa Johnson, Tiffany Holmes, April Johnson, Clemeekia Grier, Janekqua Smith-Crawford, Joe McCord, Stephon Robinson	School Excellence Framework
02/04/2020	LoWanda Bell, Dashe Rowland, Renee Salahuddin, Rachel Roberts, Tiffany Holmes, Clemeekia Grier	Identify Areas of Critical Need
02/18/2020	LoWanda Bell, Dashe Rowland, Renee Salahuddin, Rachel Roberts, Tiffany Holmes, Clemeekia Grier, Anissa Johnson, Patricia Bell, Lindsay Jefferson	Identify Areas of Critical Need
03/03/2020	LoWanda Bell, Dashe Rowland, Renee Salahuddin, Rachel Roberts, Tiffany Holmes, Clemeekia Grier, Joi Chambers-Jeter, Carisa Johnson, Pamela Roberts, Stephon Robinson, April Johnson	Root Cause Analysis
03/17/2020	LoWanda Bell, Dashe Rowland, Renee Salahuddin, Rachel Roberts, Tiffany Holmes, Clemeekia Grier, Joe McCord, Janekqua Smith-Crawford, Anjinea Hopson	Root Cause Analysis
04/14/2020	LoWanda Bell, Dashe Rowland, Renee Salahuddin, Rachel Roberts, Tiffany Holmes, Clemeekia Grier, Jennifer Hartsig, Patricia Bell, Carisa Johnson, Joe McCord	Action Steps
04/21/2020	LoWanda Bell, Dashe Rowland, Renee Salahuddin, Rachel Roberts, Tiffany Holmes, Clemeekia Grier, Joi Chambers-Jeter, Pamela Roberts, Anissa Johnson, April Johnson, Stephon Robinson	Action Steps
05/19/2020	LoWanda Bell, Dashe Rowland, Renee Salahuddin, Rachel Roberts, Tiffany Holmes, Clemeekia Grier, Janekqua Smith-Crawford, Stephon Robinson	Fund Compliance

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
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 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
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** N/A
- 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
 - 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:** N/A

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 2 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 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:** N/A
- 3 - Instruction
 - 4 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
 - 4 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
 - 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** N/A
- 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
 - 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
 - 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 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:** N/A
- 3 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 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)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 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)
- 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:** N/A
- 4 - Transitions, College & Career Access, & Persistence
 - 4 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
 - 4 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:** N/A

Quality and Character of School Life

- 4 - Relational Trust
 - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** N/A
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 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)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 4 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:** N/A
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 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:** N/A
- 4 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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:** N/A
- 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 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:** N/A

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	MTSS being used with fidelity for academics and/or behaviors.
Root Cause 1	Teachers lack clarity and proper training needed to implement.

Area of Critical Need 1	Instruction not being differentiated (with fidelity) and/or fully implemented for all students.
Root Cause 2	Teachers fail to adjust instruction so individual student misunderstandings or advanced needs are successfully accommodated.
Area of Critical Need 3	Balanced Assessment and Grading is lacking with teacher capacity to build appropriate performance tasks to support student learning and teacher instructional practice.
Root Cause 3	ILT and TTM fails to use a Problem Solving Process approach (with fidelity) to screen, diagnose, and progress monitor assessments to identify specific gaps and monitor improvement for students within all tiers

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math) I chose this metric because second grade math skills are very important because they build on what was learned in kindergarten and first grade and prepare students for third grade and beyond.	African American		70.00	75.00
Vision: NWEA Attainment G2 (Reading) I chose this metric because students in Kindergarten -2nd grade are learning to read. If we can ensure that at least 70% of our 2nd graders are reading at grade level and above by the end of 2nd grade, we know that they will be reading to learn in third grade and beyond.	African American		75.00	80.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) I chose this metric because it is both appropriate and rigorous and reinforces the expectations for all students to be college and career ready.	African American		70.00	75.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate I chose this metric because it strategically addresses barriers that result in truancy and ultimately enhances the academic success of all students.	African American		95.00	95.50
(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 With the identified strengths and weaknesses of the 2018-2019 survey, we can target resources and interventions for improvement.				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...	Properly develop and implement our procedures and structures for MTSS, and provide ongoing professional development with accountability measures for staff
Then we see...	The teachers will have a cohesive understanding and vision of MTSS, and will be able to follow procedures and provide support to students in Tiers 2&3, as well as access resources to support students that received special education services, and present evidence for students that are to be considered for evaluation
which leads to...	Strengthen our staff knowledge on how to implement interventions for Tiered students, increase the percent of 2nd-6th grade students attaining grade level norms by %15 and students with IEPs meeting growth expectations by at least %10 by SY22.

Budget Description	
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> (Not started) Provide professional development, coaching, and feedback which advances academic and behavioral achievement through evidence-based interventions, frequent progress monitoring and ongoing data analysis. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation (Not started) To increase overall student achievement in ELA and Math, we will develop a MTSS plan which is based upon high quality instruction, infused with academic and behavioral supports and interventions. Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership (Not started) Staff will demonstrate progressed implementation of a MTSS plan through providing continuous evidenced-based interventions, assessment, and feedback. Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership

Strategy 2

If we do...	Deliver professional development to all teachers on rigorous tasks and differentiation within instruction, and plan for implementation with milestone checkpoints
Then we see...	Teacher lessons and tasks would reflect grade level rigor, planning for lessons would address all students ability levels, and the focus of instruction would shift beyond attainment
which leads to...	Increase our 2nd-6th graders attainment and growth by 10% on the NWEA EOY SY21 in ELA and Math, and increase our students growth with IEPs by 10%
Budget Description	
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Plan and provide quarterly professional development, coaching, feedback, and observations to ensure that 100% of teachers are differentiating instruction through content, process, product, and learning environment based on the individual learner. Tags:Instruction

	<ul style="list-style-type: none"> (Not started) By the end of the 2021 school year, student attainment and growth in all academic areas will improve by 10%. To accomplish this, teachers will receive quarterly professional development, coaching, feedback, and observations related to creating rigorous academic tasks and engaging students in productive struggle. <p>Tags:Instruction</p> <ul style="list-style-type: none"> (Not started) To increase overall student achievement, WCS will develop a schedule for monitoring milestone checkpoints, which will utilize both academic and behavioral data. <p>Tags:Instruction</p> <ul style="list-style-type: none"> (Not started) WCS will have quarterly vertical planning sessions, which will provide a vehicle to address gaps/repetitions within the curriculum both horizontally and vertically, serve as a tool for ongoing dialogue between Pre-K - 6th grade about teaching and learning, and connects all school-wide initiatives- curriculum, assessment, grading, MTSS, and attendance. <p>Tags:Instruction</p>
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Strategy 3

If we do...	Align our school wide grading practices and provide professional development for planning instruction utilizing assessments
Then we see...	Our aligned grading policies would reflect equity for all of our students progress, and would support facilitation for teacher reflection on instruction and its effectiveness, as well as identify strengths and gaps in the curriculum and instructional practices
which leads to...	Increase student understanding of their strengths and improve on their learning, and increase student efficacy with goal setting. It will allow for adjustment to instructional practices and culture to better engage students and foster a positive environment.
Budget Description	
Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) By the beginning of the 2020 school year, school administration, ILT and the PPC will collaboratively create a set of school wide grading expectations that serve as a means of communicating performance, are a source of motivation, and fairly and consistently evaluates student work. <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> (Not started) During the 2020-2021 school year, staff will receive quarterly professional development, coaching, and feedback on UBD (Understanding by

	<p>Design). Teachers will use the established rubric and UBD framework to plan effective and engaging learning activities.</p> <p>Tags:Balanced Assessment and Grading</p> <ul style="list-style-type: none"> • (Not started) During the 2020-2021 and 2021-2022 school years, WCS will have quarterly planning sessions which will allow staff to plan vertically, from Pre-K - 6th grade and connect all curriculum schoolwide. <p>Tags:Balanced Assessment and Grading</p>
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Action Plan

Strategy 1

Provide professional development, coaching, and feedback which advances academic and behavioral achievement through evidence-based interventions, frequent progress monitoring and ongoing data analysis.

Aug 03, 2020 to Jun 17, 2022 - Admin & Teachers

To increase overall student achievement in ELA and Math, we will develop a MTSS plan which is based upon high quality instruction, infused with academic and behavioral supports and interventions.

Jul 01, 2020 to Aug 14, 2020 - Admin & Teachers

Staff will demonstrate progressed implementation of a MTSS plan through providing continuous evidenced-based interventions, assessment, and feedback.

Sep 01, 2020 to Jan 28, 2022 - Admin & ILT

Strategy 2

Plan and provide quarterly professional development, coaching, feedback, and observations to ensure that 100% of teachers are differentiating instruction through content, process, product, and learning environment based on the individual learner.

Aug 17, 2020 to Jun 17, 2022 - Admin & Teachers

By the end of the 2021 school year, student attainment and growth in all academic areas will improve by 10%. To accomplish this, teachers will receive quarterly professional development, coaching, feedback, and observations related to creating rigorous academic tasks and engaging students in productive struggle.

Sep 01, 2020 to Jun 17, 2022 - Admin & ILT

To increase overall student achievement, WCS will develop a schedule for monitoring milestone checkpoints, which will utilize both academic and behavioral data.

Aug 03, 2020 to Aug 21, 2020 - Admin & ILT

WCS will have quarterly vertical planning sessions, which will provide a vehicle to address gaps/repetitions within the curriculum both horizontally and vertically, serve as a tool for ongoing dialogue between Pre-K - 6th grade about teaching and learning, and connects all school-wide initiatives-curriculum, assessment, grading, MTSS, and attendance.

Aug 10, 2020 to Jun 07, 2021 - Admin, teachers

Strategy 3

By the beginning of the 2020 school year, school administration, ILT and the PPC will collaboratively create a set of school wide grading expectations that serve as a means of communicating performance, are a source of motivation, and fairly and consistently evaluates student work.

Aug 03, 2020 to Aug 28, 2020 - ILT & Teachers

During the 2020-2021 school year, staff will receive quarterly professional development, coaching, and feedback on UBD (Understanding by Design). Teachers will use the established rubric and UBD framework to plan effective and engaging learning activities.

Aug 03, 2020 to Jun 17, 2021 - ILT & Teachers

During the 2020-2021 and 2021-2022 school years, WCS will have quarterly planning sessions which will allow staff to plan vertically, from Pre-K - 6th grade and connect all curriculum schoolwide.

Aug 03, 2020 to Jun 17, 2022 - Administration, ILT & Teachers

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.

WCS uses data from NWEA and the SQRP to assess student attainment and growth in reading and math. Also, administration, the ILT and teachers devise school-wide grading systems and expectations.

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

WCS implements strategies that reflect equity for all students. Administration, the ILT and teachers build student efficacy with goal setting, by helping them develop understanding of their strengths and assisting them with improving on their learning.

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.

WCS is developing a schoolwide MTSS plan to ensure teachers understand and implement student assistance with fidelity. Teacher will receive professional development, coaching and feedback. This will advance academic and behavioral achievement through evidence-based interventions, frequent progress monitoring, and ongoing data analysis.

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).

At Woodlawn teachers meet bi-weekly to monitor the progress and set goals for students through analyzing data (test scores, student work, assessments, and peer observations) in order to identify students' needs of support. MTSS is implemented and allows us to find root causes to these needs of support and be able to plan for suitable interventions that will address the concern. This plan involves the parents, all teachers working with the student, a monitoring system of progress, and a creative set of innovative teaching methods fit for each identified child. This team also consists of the Counselor that is present for SEL supports that may have been identified, higher learning preparation. Woodlawn also has partnerships that are committed to the school community and serves as a tutor/mentor support for identified students. These structures are school wide and are accessible to every child in the school.

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

One of the best ways to attract new teachers to our school is by word of mouth. It is kind of like a friends and family connection. Current teachers make the best spokespeople for our school. WCS teachers are able to share how we provide teachers the support they need through teacher mentoring, coaching, etc. Perspective teachers will be able to gain a better insight about WCS from a current teacher than anyone else. Additionally, it is vital that parents and students can speak positively about their educational experience. This word of mouth carries far and wide and can either make or break our organization.

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.

Woodlawn allows for data analysis and grade team reflection protocols to serve as a support to teacher efficacy. The teacher goal setting and class data identifies the area needed for professional development. Therefore, the teacher determines their own learning and becomes vested in the work, and held accountable for bringing the learning back to the school community. This system is often monitored, for teacher goal setting is conducted quarterly and professional development is aligned to those results. This is in conjunction with the outside resources offered on district levels that pertain to different pedagogy and grade levels.

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

Parents and teachers will continue to form support systems for students throughout the school year. WCS will continue to have teacher meetings, open houses, and classroom volunteers. We will also encourage parents to use Parent Portal to monitor their child's academic progress. Outside of the mandated monthly meetings, PAC and LSC, WCS continues to have Parent Workshops and Coffee, Cake, and Chat, which allows parents to be involved in our decision-making processes.

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.

At Woodlawn we have adjusted our primary team to include Pre-K with teacher team meetings, data cycles, learning walks, peer observations, and differentiated professional development based on goal setting with the purpose to align expectations and instructional strategies. We have taken a deep dive into the Pre K Gold Curriculum to determine alignment with Pearson Realize Reading Street curriculum (the suggested curriculum for Kindergarten). Upon our findings we have done a root cause analysis and set up action steps to address instruction and data opportunities for Pre K. We have set a schedule where Pre K observes Kindergarten quarterly and have debriefing sessions in order to strengthen the alignment and prepare more for the upcoming transition. We have one on one goal setting with the parents of Pre K students in order to outline the progress of students and the expectations for Kindergarten with suggestions from collaboration with the Pre K and Kindergarten instructors. We also include our MTSS team on meetings when data and observations prove that a student is needing support post academic intervention attempts. We feel having a look at the data, curriculum, and instructional alignment, as well as including the parents within the students planning will support the transition of Woodlawn students from Pre K to Kindergarten.

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.

The WCS Principal receives and views a Principal Webinar yearly, which outlines the procedures on how to implement the development of an Assessment Plan with teachers. Together a draft is prepared and all teachers review it. If necessary, the plan is revised. Finally, the plan is voted upon by school staff. If it passes through the vote, it is submitted to CPS as the Assessment Plan for the school.

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

MTSS is the approach WCS will be using to identify students who are struggling. However, this approach is designed to impact students at all levels. First, we want to prevent issues through effective rigorous core instruction/prevention rather than remediation. Then, if necessary, we move to other levels of assistance. Staff will work collaboratively to monitor Student achievement. Teams can make better decisions because

of the variety of perspectives, and student achievement improves due to those improved decisions. Lastly, data-driven decision-making is used throughout the process. First, teachers will collect data on an ongoing basis. Data will include items such as test scores, formative assessment, and observations. Then, the team will analyze the data looking for strengths and weaknesses, with a particular eye toward any potential skill deficits. Finally, instruction will be modified to address any deficits.

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.

WCS receives funding to carryout activities with many of the programs listed. We first had to do a needs assessment of the entire school based on parent involvement and concerns. Next, we looked at the programs and what would help our parents with assisting us in setting their children up for success. Utilizing these programs, we develop strategies to address the needs of our families through parent workshops including (but not limited to): counseling, mentoring, college and career readiness skills, finance education, nutrition and support needs, and social and emotional learning.

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.

Woodlawn Community School (WCS) will involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy by working closely with the Parent Advisory Council (PAC) to ensure learning among all stakeholders: students, parents, teachers and community members. The WCS PAC holds monthly meetings which are announced to the school community through our monthly calendar, emails, the school website, the school marquee, and through reminder notices that are posted at all entry doors, the parent bulletin board and distributed to all

students. The PAC sponsors various workshops and presentations on a variety of topics, aligned with the CIWP, addressing the needs of the parents.

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

WCS will notify parents about the Annual Meeting date and time through our monthly calendar, emails, the school website, the school marquee, and through reminder notices that are posted at all entry doors, the parent bulletin board and distributed to all students. The notices will explain the Title I requirements and their right to be involved in the Title I programs. At the Organizational Meeting, we will determine the dates and times our monthly meetings will be held. Our Annual Meeting will take place the last Tuesday in September.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The WCS Parent Advisory Council will host monthly meetings for parents to present concerns. From the concerns, solutions will sought immediately to ensure all voices continue to be heard.

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.

WCS will provide parents with a Report Card every 10th week (weeks 10, 20, 30 & 40) and a Progress Report every 5th week (weeks 5, 15, 25 & 35). These reports will provide parents with a description of their child's progress and performance during that period.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

All teachers staffed at WCS meets the "Highly Qualified" requirements of Title I Regulations. If a situation arises that a "Not Highly Qualified" teacher has to temporarily cover a class, the parents of the affected students will be notified in writing.

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.

WCS' PAC schedules workshops and meetings to discuss understanding of the CCSS, how to help their child with homework, and the various assessments used within CPS and Statewide. Parents will be informed about data and how to determine their child's level of performance on the specific assessments.

Furthermore, parents will be encouraged to meet with their child's teacher to address any questions or concerns they may have.

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.

WCS will work with the PAC and LSC members to plan workshops for families to increase parental involvement. Parents will participate with the CIWP committee and in workshops, along with their children to master the content of the workshops. WCS will host mini workshops during Report Card Pick Up to teach parents how to access Parent Portal.

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.

The WCS administration, ILT, and entire staff will participate in workshops targeting increasing parental involvement. With ideas from the entire staff, WCS will continuously look for ways to increase parental contribution in pursuing the WCS mission.

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.

WCS involves all parents and guardians, including Head Start/Pre-K, in all of our meetings and events. Parents are strongly encouraged to participate on the PAC and LSC committees and regularly attend the monthly meetings, along with participating in all of our school wide vents. The WCS administration will continue to promote parent initiatives and continue to support the Early Childhood Department.

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.

WCS sends out monthly calendars, with notes on the back, detailing important information happening during the month. The calendars go home on the first day of the month. The information is also placed on the WCS Website. All communication is sent out in English.

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.)

WCS will provide high quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the Common Core State Standards. Our mission is to develop all children into becoming independent learners and courageous and powerful leaders. Through creative teaching, technology, parental and community involvement, the practice of the Virtues of Ma?t, Nguzo Saba, Nane and Afrocentric Rites of Passage, we empower students to become thinkers who are capable of creating healthy and purposeful lives as global citizens.

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.

Every year, during the month of August, two orientation meetings are held. One meeting is held during the morning hours and one is held in the evening. At the beginning of the school year, during the month of September, an Open House is held. In October, a State of the School is presented. In November and April, the CPS regularly scheduled teacher-parent conferences will be conducted at Report Card Pick-Up.

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

Teachers, administration and parents will participate in on-going conferences to discuss the academic progress and individual students on an on-going basis. In addition, Report Card/Progress Reports are provided to parents to inform them of their child's academic standing.

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

The start of the school day and classroom instruction coincides with the start of the teacher workday. As a result, parents are encouraged to meet with the teachers by appointment before 8:30 AM. Teacher are also available for conferences during their daily preparatory periods.

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

Parents are allowed to volunteer after they have completed the CPS Volunteer Application process. Once the parent has been cleared by safety and security they become actively involved in the school. Many

opportunities exist for parents to volunteer, including in class, during lunch/recess, hall monitors, etc. Parents are valued as an integral part of the educational process at WCS.

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

Parents will support their children's learning by attending meetings and conferences scheduled throughout the year. They are asked to check homework assignments and monitor them for accuracy and completion. Parents are asked to bring their child to school daily and on time. Furthermore, parents are encouraged to collaborate with the school to ensure their child maintains the proper behavior etiquette.

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

Parents are asked to participate in decisions relating to the education of their child by attending monthly LSC and PAC meetings. Parents are also asked to complete the My Voice, My School Survey in April, to provide input and feedback about the school performance.

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

Students are informed about their own level of performance on an on-going basis during data meetings with teachers. Students are reminded that they share the responsibility for improved student academic achievement by maintain good grades, participating in extra-curricular activities, being present in school daily and being a model citizen.

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.

GOALS:

- 1) To provide a welcoming environment for families and to invite them to participate as equal partners in their child's education;
- 2) To assist parents in acquiring the necessary information, knowledge, and skills to support their children's education at home and at school;
- 3) To engage parents in the school's volunteer program so they can participate in supporting school-wide, classroom, and parent involvement activities;
- 4) To assist parents with making sure the school understands and responds to parent concerns and/or complaints to ensure child's educational needs are met.

WORKSHOPS:

- 1) Understanding CCSS;
- 2) Social and Emotional Necessities for Parents and Children;
- 3) Determining the True Meaning of Bullying and It's Effects on Children

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.	\$210.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$270.00
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)	\$600.00
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