William H Ryder Math & Science Specialty ES (/school-plans/380) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
04/11/2016	CIWP Team	CIWP Update Review
04/12/2016	CIWP,ILT,PAC and Administration	CIWP UPDATE

05/21/2016	CIWP ILT and Administration	CIWP UPDATE
05/26/2016	ILT and ADMINISTRATION	CIWP REVIEW UPDATE
05/27/2016	CIWP, Review	LAC and PAC, ILT
06/10/2016	LSC, PAC AP and Principal	Review and Update language for following Strategies:1,2,3 and 5

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1   2   **3**   4

In the January a NEW ILT was selected. Instructional Leaders were selected based on experience, REACH observation, commitment to students and their learning environment. During the 1st Quarter, Principal Rucker presented the State of the School meeting; a power point detailing Ryder's upcoming mission & vision. All stakeholders were provided NWEA data, Attendance and 5 Essentials data. Ryder is a Level 1 School SY 2014-2015. On My School ,My Voice, Effective Leadership increased from low collaboration to high collaboration. Our Instructional Focus was collectively created using the input of ALL teachers. This focus can be described in the acronym CPD: collaboration among teachers, parents and administration; project based learning and inquiry and data driven instruction. The ILT reviews and post the school's mission every ILT meeting and Grade Level meeting. The team reviewed data during meetings and documented trends and strategies. After NWEA MOY, ILT, specificity Middle School leaders, implemented an adjustment strategy that clearly addressed root causes in low reading and math scores by reviewing scores of students being tested every Friday. Ryder created a weekly school-wide deck and Bag reports. The report dissected grade level attendance, on-track percentage and behavior infractions. On the 2015, 5Essentials in the area of Effective Leaders: Does leadership focus on results and school improvement? Ryder was rated Neutral but in the most recent 2016, Ryder earned the rating Well-Organized. Ryder administration has implemented Quarterly Data Review sessions prior to NWEA testing and ILT Walk-through sessions. The ILT has implemented the acronym CPD as Key growth levers : Collaborate, Project based Inquiry and Data Driven Instruction for our 2016 targets. Ryder's theory of Action is if we identify struggling students, provide robust lesson and accurate assessment students will grow on their NWEA assessment at least 10% in reading and math.

Guide for Leadership & Collective Responsibility

- ○ **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- ○ **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- ○ **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- ○ **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- ○ **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- ○ **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- ○ **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

	EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1   2   **3**   4

During the 2 quarter, ILT met to rate ourselves as a unit of instructional change. Overall, the rating was 3. Many members felt we were consistently using data to improve teacher practice and student performance. Most felt the ILT structure for teacher leadership was focused on creating and implementing the theories of action that improve teaching and learning. The team meets bi-monthly to discuss data, planning, and assessment. Sign-in sheets and agendas are maintained. The ILT, with feedback from staff, developed a tentative PD calendar which included CHAMPS, Foundations, Haggerty, Common Core, policies/procedures, REACH evaluation, Compass Learning, MClass, and assessment administration. The ILT created a data wall in the teachers lounge and encouraged all teachers to post data in classrooms and distribute to students/parents through 'BAG' reports. The ILT also reviews NWEA data, communicates data to teachers in order to formulate tier 2/3 instructional planning, and candidates for MTSS planning. Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement. Outcomes from ILT actions like Pop-In Observations, Quarterly Walk-throughs and collaboration led to 7 of 8 teachers being released from their REACH Developmental Plans. In addition, students showed increase in Attendance from 95% to 95.8%, Compass Learning Mastery and On-Track performance. Recently, Ryder earned GREEN or Effective ratings on Effective Leadership, Collaboration among Teachers on 2015-2016 My School, My Voice Survey.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?"**
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1   2   **3**   4

Members of Staff, applied for and were granted a TrueSchool grant. Ryder's design was a data base of professional development sessions staff could view either real time or at their leisure. This was similar to Webinar meets Face time. The conferences saved time, supported learning, and provided a 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults collaborate with their colleagues to innovate and improve implementation of new practices.The ILT, with feedback from staff, developed a tentative PD calendar which included CHAMPS, Foundations, Haggerty, Common Core, policies/procedures, REACH evaluation, Compass Learning, MClass, and assessment administration. Teachers use the buddy system to create partnerships by grade level and are expected to collaborate and plan everyday excluding Principal Directed Days. Ryder has also maintained a New Teacher Academy for first year teachers. This was led by a Distinguish Teacher in 2015 it was Ms. Clay. Lastly,our Network Chief observes at least one PD or ILT session. Various assessment strategies determine how well teachers' needs were met at each training including i.e., exit slips, 3-2-1, PDWs, KWLAs, and surveys.Teachers maintain collaboration logs that include Accountability Binders for weekly grade level meetings and Diverse learners. These meetings document and guide their planning based on student's MAP results and progress in the RIT program. Instructional Leaders are directed to observe meetings and provide feedback at prioritized grade levels. When meeting, teachers are encouraged to maintain a sign-in sheet, agenda and result log to further document the content of every meeting.As a result, Ryder received high score on CPS 5 Essentials in area of collaboration and Ambitious Instruction. In addition, Ryder's seven developing teachers have increased their observation averages and all are posed to be removed from the developing list to proficient.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Score

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

1   2   **3**   4

All resources like time, budget, staff, and community resources are aligned to school priorities and focused on student achievement. In order to maximize time, Ryder's administrator has created an interview pack for prospective teachers. The pack consist of a lesson sample, 50 interview questions with the ILT panel, NWEA analysis and school Walk-through. Maximizing student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and for priority subject areas: reading and math.

All funds are for student improvement. Through MTSS programs, students are scheduled to attend Morning school, Saturday school and After School for additional support. Ryder is creating a partnership with AARP, retired teachers. These retirees will support students' for pull out small groups. Additionally, Ryder has maintained a database of distinguished Teacher Assistance with college degrees these teachers (TA,SECas and Subs) assist with academic support. We have purchased additional technology like computers and Chromebooks to provide additional time for educational support and allowed students to work on programs like Compass Learning, Kids College Khan Academy and Prep Dog. We believe every fund should be spent to better students. For example, In September, Ryder had several classrooms with 40 or more students in order to decrease the class sizes and improve instruction; Ryder was able to hire 4 teachers thus decreasing the class sizes to 20. In the area of community resource and people capital, Ryder's Alumni and PAC has increased resulting in 5 consistent volunteers. These volunteers work with MTSS to provide behavior check-ins with are more challenging students. Ryder's current Alumni is approximately 300 plus and has committed to fund raising at least 500.00 dollars for up-coming graduation cost. Finally, Ryder has joined with organizations like Omega PSI Phi, Ryder Alumni and Pretty Brown Girls to provide students character education, projects and academic and emotional support. 97% of Ryder's students and staff stated the school has a Supportive Environment, the school is safe, demanding, and supportive. In such schools: students feel safe in and around the school, they find teachers trust-worthy and responsive to their academic needs, all students value hard work, and teachers push all students toward high academic performance.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**

- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

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Expectations for depth & breadth of Student Learning

Curriculum:

Score

1 **2** 3 4

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

> Ryder has a math and reading pacing guide that is kept on Google Drive for staff access. Staff are directed to use a variety of lesson plan templates, but certain elements i.e., do-nows, objectives, activity, small-group, and formative assessment measures, are mandatory. During Octobers Grade Level Meetings, teachers were instructed and taught how to create Unit Plans using the Understand by Design Model. Each week teachers submit lesson plans to administration for review based on pacing guide and students' performance on NWEA. Grade Level and ILT meet consistently to review data and share best practices.On the 5 Essential Survey, 94% of those surveyed gave Ryder a GREEN or STRONG RATING in the area of Ambitious Instruction and Effective Leadership.The most recent results state, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:
> well-defined with clear expectations for student success, interactive and encourages students to build and apply knowledge, well-paced (not measured), and aligned across grades (not measured).

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **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.
- Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
  - **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
  - **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
      - Use English and native language development in addition to content standards to differentiate for English learners.
      - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer? a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTlxYTgz), etc.)**
  - **Integrate academic and social emotional learning.**
  - **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1   2   **3**   4

> Ryder uses "Go Math and Wonders " curriculum for grades K-8. and Diverse Learning materials like Wonder Works and UNiquic are presented to Resource and Cluster Classes. Technology is used to supplement instruction with programs "Learn Strorm, Prepdog", "Stride Academy", "Compass Learning" and NewYork Exchange. Students have access to two computer Labs, Chromebooks and Ipads. Teachers are instructed to provide students with rigors lessons that illustrate auditory, visual and Kinetics learners. On recent 5 Essentials Survey, Ryder was rate high in area of ambitious Instruction and material.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.

- Reference and resource materials are readily available and circulated throughout the school.
  - **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
    - Students interact with instructional materials to engage all modalities in the learning process.
    - Technology is integral to students learning experiences.
    - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
  - **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
    - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
    - The teacher models effective use of various materials.
    - Students understand that materials are a means to acquire language, knowledge, and competencies.
    - Technology enhances students' higher order, creative thinking and problem solving.
    - Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 **2** 3 4

Ryder has a systematic approach to identify students in need of academic and emotional support. When teachers identify a student of concern: 1) Document behavior and concern, interventions, accommodations) Notify a member of the MTSS team 3) MTSS team meets to discuss body of evidence, interests, strengths, needs, relationships, etc. 4) Identify area of determination and set goals based on needs of student 5) Discuss interventions and progress monitoring tools to meet students needs 6) MTSS team contacts student, staff, and family to discuss the process and set up a staffing meeting 7) Interventions actively used in the classroom 8) Progress monitoring data collected during intervention period 9) Evaluate 6-8 weeks after intervention 10) Continue, change, or stop intervention based on progress-monitoring data 11) Notify student, staff, and family of student progress. Ryder's MTSS Team ,Teachers are directed to identify tier 2/3 students by RIT score. To support these students, Ryder uses ancillary staff and other specialists to push-in classrooms and drive instruction. Tier 3 students are pulled out of class and provided small group instruction and computer adaptive assessment. Lastly, Ryder has 2 MTSS lead teachers that monitor the process and report individual students' progress. Those students who are not progressing are referred to the case manager for special education evaluation. In 2015-2016 school year, over 12 students were identified through our MTSS program and are now receiving special services. In addition, teachers are directed to bring student work to grade level meetings for review and discussions. Teachers are also required to grade student's activities weekly, create rubrics and write meaningful comments detailing students understanding of the assignment. On the 5 Essential Survey, 94% of those surveyed gave Ryder a GREEN or STRONG RATING in the area of Ambitious Instruction and Effective Leadership.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques,

making revisions, adding detail and/or helping peers.
- Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1 **2** 3 4

Every staff member consistently enforces the policies and directives of the administration. The school has developed a college preparatory program. Students experience tours, guest speakers and counseling these actions have not been consistent but moving forward they are now an area of focus. Ryder has allowed students to create a student council to provide leadership and a voice in the decisions concerning school actions. In the last 2 years only 7 students have attended Level 2+ or selective enrollment high schools. Students receive very little encouragement to attend college unless it is in explanation of BAG Report and NWEA as a college predictor.

Guide for Transitions, College & Career Access & Persistence

- **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).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.

- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
  - Use student data and best practices research to develop focused programs.
  - Expand access beyond students who are struggling academically.
  - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **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:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 **2** 3 4

Ryder has created a scope and sequence instructional framework based on state Common Core Standards. Ryder has a systematic approach to screening. Teachers are directed to identify tier 2/3 students by RIT score. Unfortunately, 2014-2015 level of attainment is 48% in reading and math. To support these students, Ryder uses ancillary staff and other specialists to push-in classrooms and drive instruction. Tier 3 students are pulled out of class and provided small group instruction and computer adaptive assessment. Lastly, Ryder has 2 RTI lead teachers that monitor the process and report individual students' progress. Those student who are not progressing are referred to the case manager for special education evaluation. Data is consistently reviewed and instruction and curriculum adjusted to meet the needs of students. On the 5 Essential Survey, 94% of those surveyed gave Ryder a GREEN or STRONG RATING in the area of Ambitious Instruction and Effective Leadership.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
    - Guide students to articulate the relevance of the objective(s) to learning.
    - Anticipate possible student misunderstanding.
    - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
    - Enable students to contribute to extending the content by explaining concepts to their classmates.
    - Build on students' language development and understanding of content.
    - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
    - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
    - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
    - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
    - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
    - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
    - Provide targeted supports to individual students or groups of students based on their identified needs.
    - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
    - Monitor progress and check for understanding for individual students.
    - Change instructional practice based on analysis of current data.
    - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
    - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to

Score

1   2   **3**   4

provide interventions/supports for students at risk for failure and/or truancy.

Ryder has created a MTSS Intervention System headed by the school's counselor and psychologist. A Multi-Tiered System of Supports (MTSS) describes an evidence based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that school reaches the appropriate students at the appropriate levels to accelerate the performance of ALL students. The program includes, Push-in and Push-Out Services, Saturday School, Morning School and Counseling. Ryder has a systematic approach to screening. Teachers are directed to identify tier 2/3 students by RIT score. To support these students, Ryder uses ancillary and other specialists to push-in classrooms and drive instruction. Tier 3 students are pulled out of class and provided small group instruction and computer adaptive assessment. Lastly, Ryder has 2 MTSs lead teachers that monitor the process and report individual students' progress. Those student who are not progressing are referred to the case manager for special education evaluation. Ryder creates PLP for benchmark and Off-Track students. During the 3rd to 4th quarter, the number of On-Track students has risen to 54% and on the way to reaching the 80% goal. On My School, My Voice Survey, Ryder received high marks in the are of Ambitious Instruction, Collaborative Teaching and Supportive Environment. Overall, 98% of students 2016 5 Essentials felt through Small Group and Peer Support students demonstrated behaviors that lead to academic achievement.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1   2   **3**   4

> Ryder implements a 10 point interval grading standard. Every teacher is provided weights and color codes to identify instructional performance. Ryder's administration checks teachers grades and lessons weekly to ensure student assessment. Teachers are provided feedback from daily Pop-Ins, Formal and Informal Observations and Quarterly Walk-through. Teachers were provided formative assessment strategies in Sept. These strategies included a book entitled, 200 Formative Assessment Strategies and a model of Webb's Questions Model. Teacher are expected to post updated classwork with useful, supportive comments. Teachers review BAG Reports, Progress Reports during Report Card Pick-Up with students and parents. Unfortunately, only 52% of students are at attainment in reading and math.Each week, an administrator runs Dashboard reports for: Attendance, Grade Book and Failure Report to identify teachers not meeting compliance..

Guide for Balanced Assessment & Grading

- **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.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.

- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life   6 of 6 complete

Culture for Learning:

Score

1   2   **3**   4

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Ryder has a very strong culture for learning. During report card pick-up, Ryder staff handed out BAG Reports to 90% of the student population: Behavior, Attendance and Grades to students and parents; This was usually followed by a discussion detailing what the student needed to accomplish in order to be promoted to the next grade. Teachers and student want to be at school; on average Ryder has 95.5% attendance and 60 plus student enrollment at Saturday School. The school atmosphere is based on collaboration and non-punitive measures that reflects the educational importance. "Every decision is based on What's Best for Students." Everyday Ryder begins and ends the day with the words," Education is our purpose and excellence is our goal." Every classroom at Ryder is a place where teachers and students value learning, hard work, and students take visible delight in accomplishing their work. Teachers are provided compliance items in the beginning of the year. Some items include; state and write the assignment and directions, be positive, relay a high expectations to students, break students up into small groups for discussions and facilitate learning through high level questioning. Staff members believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Guide for Culture for Learning
- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.

- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1   2   **3**   4

> Ryder has hosted several community outings in October, December and April. Staff maintains a log of parent and community contact and have planed an End of The Year Community Carnival. We have held open house, literacy nights, holiday parties and Town Hall meetings to better empower family engagement. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. As evidence of increased trust and stronger relationships among stakeholders, Ryder has seen a rise in parent participation, approximately 90% of parents participated in report card pick-up discussions, student attendance has increased to almost 96% and teacher satisfaction is evident. During the last PPC and PPLC meetings representatives stated teachers are happy at the school and committed to improving the lives of their students. The net result of interactions is that of academic and personal connections among students and adults. On 5 Essentials, Ryder received high marks in area of Teacher-Principal Trust and Involved Families.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even

when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1   2   **3**   4

> The school offers a wide range of extracurricular activities including athletic, academic, arts, service learning, Student Council and technology. Activities are offered before/after school and on Saturdays. In June, elected students from grades 3rd, 5th and 7th will begin Peer Jury Training with the Chicago Police.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards

Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

Score

1 2 **3** 4

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

> Ryder has an established dean and a foundations team. Group 4-6 infractions have been minimal. When students are disruptive they are sent immediately to our Reflection Room. While in the Reflection Room, students receive emotional and instructional support.Ryder utilizes Safe Passages and parent volunteers to secure the grounds and provide additional control.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
    - Manage classroom routines and procedures to maximize instructional time.
    - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
    - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
    - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
    - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1 2 **3** 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring

about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Ryder has an established dean and a foundations team. Group 4-6 infractions have been minimal. When students are disruptive they are sent immediately to our Reflection Room. While in the Reflection Room, students receive emotional and instructional support.The school reinforces positive behaviors and responds to misbehavior in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1   2   **3**   4

Ryder's PAC and alumni has continued to grow. In 2014, membership was 6; our current membership is 15. Staff members communicate with parents weekly through class newsletters, social media and texting. During every report card pick-up teachers host conferences centered around BAG Reports. Parents have formed an alumni association with a membership of 300. Ryder's Alumni participate in quarterly outings like dinner night, casino night and parent staff basketball games. This year Ryder has increased it's number of volunteers from two to 15. Ryder has forged partnerships with outside organizations like the Boy Scouts of America, Omega Psi Phi, and several neighborhood churches. Ryder host family events like Literacy Night, Math-aroma, October Fest and assemblies. Parents and staff are expected to reinforces school expectations for all students to aspire to college and work-ready standards. Our 2016 parent portal numbers are 82% and during report card pick Ryder received 371 parents. Ryder's Creed, which is posted throughout the building expresses the expectation of both adults and students. Each morning students and staff recite the student created creed to reinforce our behavior. The school has developed and is executing an intentional plan to build and maintain a college-going culture to include college tutors, guess speakers and college visuals throughout the building..

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **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).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ∅= Not of focus

Score	Framework dimension and category	Area of focus
2	Expectations for depth & breadth of Quality Teaching: Instruction	[1] 2 3 4 5 ∅
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 [3] 4 5 ∅
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 [2] 3 4 5 ∅
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 [5] ∅
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 [∅]
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 [∅]
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 [∅]
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 [∅]
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 [∅]
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 [∅]
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 [∅]
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 [∅]
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 [4] 5 ∅
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 [∅]
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 [∅]
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 [∅]
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 [∅]

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				

Based on historical performance, specifically last year, Our overall Reading Growth decreased by half and was approximately 50% school-wide. This was particularly disappointing in the intermediate and Diverse Learners grade band. Interestingly, these grade bands had new and substitute teachers from September to November. An argument can be made that there is a correlation between reading growth decline and the large Special Needs Population; we did not do a good job educating our Diverse Learners. It is important to mention, Ryder has grown from 233 students to now 425 students. Many of our NEW students have enrolled during the 2nd Semester and are far below reading and math standards. Their late enrollment particularly in intermediate and Middle School grades has left Ryder's teachers' little time to assess students and provide personal instruction. Ryder's team believes students will grow. We understand that a better job has to be done training teachers in the area of planning rigorous instructional lesson plans and informatively assessing students. Another area of concern is acclimating student to a healthy and safe learning community. We feel that new students historically have taken time to adjust to the Ryder Culture.	93.00	52.00	57.00	65.00

National School Growth Percentile - Math

Based on historical performance from the previous 2 years, and the inexperience of math teachers, explosion of new students and a higher special need population, the team feels growth will occur at a moderate speed. Ryder has grown from 233 students to now 425 students, many of the students have been dismissed from Charter and Out of State schools do to low scores and behavior. Although we offered advanced tutoring, small classes and a robust curriculum we did not make great gains. The historical performance, specifically last year showed, our overall math growth decreased by almost half and was approximately 50% school-wide for SY 2015-2016. This was particularly disappointing in the intermediate and Diverse Learners grade bands. Interestingly, these grade bands had an inordinate amount of new and substitute teachers from September to November. An argument can be made that there is a correlation between math growth decline and the large Special Needs Population; In essence, we did not do a good job educating our Diverse Learners. Many of our NEW students have enrolled during the 2nd Semester and are far below reading and math standards. Their late enrollment particularly in intermediate and Middle School grades has left Ryder's teachers' little time to assess students and provide personal instruction. Ryder's team believes students will grow. We understand that a better job has to be done training teachers in the area of planning rigors instructional lesson plans and informatively assessing students. Another area of concern is acclimating student to a health and safe learning community. We feel that new students historically have taken time to adjust to the Ryder Culture.	88.00	53.00	58.00	65.00

% of Students Meeting/Exceeding National Ave Growth Norms

Based on historical performance data from the previous 2 years, and implementation of anticipated strategies developed around performance in metrics for reading and math and the fact that Ryder has grown from 233 students to now 425 students, Ryder's team believes students will increase attainment. We were grateful yet unprepared to meet the new explosion of students; particularly in the area of Special Needs and transferring students. Our instruction was not rigorous enough and classroom assessment did not provide students the opportunity to deeply think about concept and ideas. We provided students little time to implement 3 essential components of learning: analyze, reflect and write.We offered advanced tutoring, small classes and a robust curriculum.Teacher use data to determine student base deficits and teachers are provided Best Practice strategies to better instruct students.	68.50	(Blank)	55.00	55.00

African-American Growth Percentile - Reading

Ryder will increase the focus on non fiction reading. Student reading groups and project based learning. Teachers will implement more writing in conjunction with reading. Based on historical performance from the previous 2 years, and implementation of anticipated strategies developed around performance in metrics for reading, math and the fact that Ryder has grown from 233 students to now 425 students, Ryder's team believes students will grow.	93.00	52.00	57.00	65.00

Hispanic Growth Percentile - Reading

n/a	(Blank)	(Blank)	0.00	0.00

English Learner Growth Percentile - Reading

n/a	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Reading

Ryder has 128 Diverse Learners. Roughly, 80% have shown little growth according to the 2016 MOY NWEA results. 29 students are below 4 percentile, 10 were between 4-10 percentile 20 were 11-23 percentile which is at risk. Only 9 student were on track. Ryder has received an inordinate amount of Diverse Learners from outside the district and from other school which makes it difficult to advance instruction. Teachers have implemented differentiation practices and a back to basic movement to recoup these students skills especially in area of Word Knowledge, Author's purpose and Literature..	90.00	1.00	25.00	35.00

African-American Growth Percentile - Math

Teacher Teams/Grade Levels meetings will occur weekly to look at student data an discuss instructional practices. Teachers will develop an incentive plan to motivate students and staff around CCSS Math skill attainment and growth.	88.00	53.00	58.00	65.00

Hispanic Growth Percentile - Math

n/a	(Blank)	(Blank)	0.00	0.00

English Learner Growth Percentile - Math

n/a	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

Ryder has 128 Diverse Learners. Roughly, 80% have shown little growth according to the 2016 MOY NWEA results. 23 students are below 4 percentile, 10 were between 4-10 percentile 3 were 11-23 percentile which is at risk. Only 5 student were on track. Ryder has received an inordinate amount of Diverse Learners from outside the district and from other schools which makes it difficult to advance instruction. Teachers have implemented differentiation practices and a back to basic movement to recoup these students skills especially in the area of number sense, geometry and measurement..	13.00	76.00	50.00	60.00

National School Attainment Percentile - Reading (Grades 3-8)

Ryder's ILT will hold monthly instructional rounds/ literacy walk throughs in order to support teacher practice. Each member of Ryder's ILT will have to present one section of the CPS Framework for Teaching. The first month, will focus on planning and preparation with an emphasis on lesson plans. The second month will focus on behavioral management in the classroom with special attention on building relationships and transitioning students. The third month will focus on instruction and using student data to identify tier groups to drive test scores.	17.00	24.00	35.00	50.00

National School Attainment Percentile - Math (Grades 3-8)

Ryder will use various mathematical online and digital resources to improve student performance. Ryder will utilize mathematical Compass Learning on a weekly basis. Other supplemental curriculum such as Learn Storm and New York Exchange online will be utilized to support classroom learning.	25.00	37.00	42.00	50.00

National School Attainment Percentile - Reading (Grade 2)

Ryder is considering departmentalizing K-8th for the up-coming 2016-2017 SY. By departmentalizing teacher focus on a specific subject and all students are participating in student-to-student discourse around mathematical concepts on a daily basis. All students are supported in developing "growth mindsets" to encourage perseverance in math. This can be observed by doing the following: admin pop-ins, admin reviewing lessons plans and/or peer-to-peer observations.	39.00	78.00	80.00	85.00

National School Attainment Percentile - Math (Grade 2)

Ryder is considering departmentalizing K-8th for the up-coming 2016-2017 SY. By departmentalizing teacher focus on a specific subject and all students are participating in student-to-student discourse around mathematical concepts on a daily basis. All students are supported in developing "growth mindsets" to encourage perseverance in math. This can be observed by doing the following: admin pop-ins, admin reviewing lessons plans and/or peer-to-peer observations.	48.00	91.00	93.00	95.00

% of Students Making Sufficient Annual Progress on ACCESS

n/a	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

Ryder has created an Active attendance Council. This council has implement certain procedures like call-logs, home visits and person check-ins. When a student is absent, Ryder gets as many members of the school community as possible to immediately talk to the student and the parents/guardians. We have school wide attendance competition in which classes with the highest attendance get incentives. Small, frequent, inexpensive prizes can be a good incentive. In addition, At Ryder, we provide suggestions to get students back to school and describe consequences if they don't return. We also make necessary resources available at the meetings to make it effective for parents and guardians; the point of the Attendance Assembly is to be educational, not punitive. The Attendance Assemble makes home visits concerning student absences, if parents/guardians cannot be reached by telephone. They also explore the possibility of creating flexible schedules for counselors to make Saturday home visits and allow students to make-up time after school.	95.30	95.80	96.00	96.00

My Voice, My School 5 Essentials Survey

My Voice, My School will have 90% participation for students and 95% participation for teachers. Over all, Data like Saturday School participation, decrease in verbal conflicts and a growing school population indicates students and staff want to be at Ryder.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
support teachers with professional develop and prioritize teacher support revealed through our teacher deficit survey, and monitor teacher performance through formal and informal observations, weekly pop-in observations.	More rigorous instruction that will lead to higher literacy and math scores on NWEA	an overall increase of 10% in literacy and math scores on NWEA growth.

Tags: Area(s) of focus:
Instructional practices   1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Ryder will implement a teacher to teacher professional development program. Teachers will engage in professional development to effectively plan differentiated lessons to support literacy and math instruction.	Teachers, ILT, Grade Teams, Students, MTSS Team and Administration.	Jun 3, 2016 to Jun 9, 2017	PD Calendar PD attendance logs	On-Track

Pd planning

Diverse Learner teachers will receive professional development in reading. Specifically, teachers of diverse learners will be provided strategies specifically in area of accommodation and differentiation to support students' in such as picking out important story information, making inferences, and identifying story themes. Several studies have addressed the question of how to improve the ability of students with learning disabilities by using narrative structure.	Administration Diverse Learners	Aug 29, 2016 to Aug 29, 2017	Professional Development notes Professional Development Calendar Diverse Learners professional development confirmation numbers	Behind

Professional development, Diverse learner teachers

Ryder will implement a Data Driven Instructional Focus. Teachers will review NWEA, student performance data, attendance and Off-Track rates to identify struggling student and re-teach skills.	Administration ILT Teachewrs	Aug 29, 2016 to Aug 29, 2017	ILT Agenda Data Meetings Agenda Off-Track referral Form (MTSS)	Behind

Academic supports, Professional development plan

Ryder's Administrators' will complete 5-10 mn Weekly Instructional Pop-Ins to ensure teachers providing students appropriate instruction.	Principal Assistant Principal	Aug 29, 2016 to Aug 29, 2017	Pop-In Log and Feedback log	Behind

Leadership, Academic expectations, Academic supports

Strategy 2

If we do...	...then we see...	...which leads to...
Provide students with engaging teacher delivery methods that ignite students' interest in learning through project-based learning, inquiry-based learning, small -peer-group discussions in a valid reliable assessment system.	Students creating meaningful work that demonstrates a high level of thought and comprehension.	over increase of 10% in mathematics and reading scores on NWEA

Tags:
Rigorous tasks

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Ryder ILT and Administration is seeking professional development for teachers, specifically, teachers will be taught how to assess student performance then incorporate those findings into rigorous, engaging lessons...	Teachers ILT MTSS Team Administration	Sep 1, 2015 to Aug 31, 2017	PD Calendar PD attendance	Behind

Coaching, Activities, Rigorous instruction

| Teachers will provide detailed instructional delivery methods that increase students' interest in learning: project based learning, inquiry based learning, service learning, and technology learning. | Teachers
ILT
MTSS Team
Administration | Sep 1, 2015 to Sep 29, 2017 | Project Learning Calendar
Compass Learning Activity Report | Behind |

Project-based learning, Inquiry, Workshop model

| Teachers will also receive instruction on how to provide frequent, timely, and highly specific feedback/assessment tied to the individual learning goals and objectives of each student. | Teachers
ILT
MTSS Team
Administration | Sep 1, 2015 to Sep 1, 2017 | Individual Learning Plans
Teachers professional development pro-folio
MTSS Roster and notes | Behind |

Assessment, Instructional Coaching, Instructional practices, Professional development

| Teachers use assessment data from NWEA, Compass Learning and REACH Task to adjust ongoing teaching to improve students' achievement. | Teachers
ILT
MTSS Team
Administration | Sep 1, 2015 to Dec 29, 2017 | NWEA Data (Deep Dive)
Grade level meeting notes | Behind |

Assessment, Reach, Data analysis

| DDI or Data Driven Instruction will be implemented and monitored. During the DDI process teachers will collaborate and review test scores, student work and NWEA to strategically identify struggling students, methods to re-teach skills and improve behavior. | ILT
Administrators
Grade-Level Teachers | Aug 29, 2016 to Aug 29, 2017 | Grade-level Meetings, sign-in sheets and agendas
Pop-In logs
Quarterly Rounds | Behind |

Instructional practices, Data analysis

Strategy 3

If we do...	...then we see...	...which leads to...
a better job managing and aligning textbook Curricula with our scope and sequence.	specific lessons that teach skills that prepare students for college. Students asking higher level questions. Teachers facilitating strategic lessons that meet student's needs.	strategic instruction, rigorous lesson, higher level think and an increase in teacher capacity. Classrooms will demonstrate a deeper depth of Knowledge ,particularly in area of vocabulary, concepts and inference. Students will produce higher levels of student attainment on NWEA reading and math.

Tags:
Curriculum planning

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
In order to create robust, aligned, data driven plans, time has to be provided for staff to meet and review the NWEA data, deep dive into skills and create Unit plans that follow an accurate scope and sequence.	Ryder Principal ILT	Jul 25, 2016 to Jun 30, 2017	Unit Plans Rigorous lessons PD sign-In sheets Walk-through Data	On-Track

Curriculum Design, Curriculum

Ryder will hold 10 Week interim assessment data analysis cycle. Teachers will create unit lessons and reteaching plans that respond to students deficits and are aligned to the Network 11 Scope and Sequence.	Ryder Administration ILT Grade-level Teams MTSS Team	Aug 3, 2015 to Jun 30, 2017	Unit Plans Rigorous lessons PD sign-In sheets Walk-through Data	Behind

Data analysis, Data driven instruction, Unit planning

Ryder will hold monthly Deep Dives prior to NWEA and REACH Task testing.	Ryder Administration ILT Grade-level Teams MTSS Team	Jun 30, 2016 to Jun 30, 2017	Unit Plans Rigorous lessons PD sign-In sheets Walk-through Data	Behind

Assessment, Deep dives

Classroom observations will be used to determine professional development needs of teachers and how best to support teachers and students to improve their learning capacity.	Ryder Administration ILT Grade-level Teams MTSS Team	Jun 1, 2016 to Jun 1, 2017	Unit Plans Rigorous lessons PD sign-In sheets Walk-through Data	Behind

Observations, Classroom observations, Rating

Ryder will support grade leaders through professional development in the area of developing and managing our instructional staff to ultimately impact students' learning and obtain academic achievement.	Ryder Administration ILT Grade-level Teams MTSS Team	Sep 1, 2015 to Jun 30, 2017	Unit Plans Rigorous lessons PD sign-In sheets Walk-through Data	Behind

Instructional Coaching, Professional development

Ryder will also collectively develop a planned curriculum cycle to review for all subject areas at all grade levels; the timing, scope and procedures.	Ryder Administration ILT Grade-level Teams MTSS Team	Sep 1, 2015 to Jun 30, 2017	Unit Plans Rigorous lessons PD sign-In sheets Walk-through Data	Behind

Curriculum, Scope and sequence, Curriculum planning

Prior to school, Ryder's ILT will meet to review textbooks and align learning objectives to the Network 11 Scope and Sequence	Ryder Administration ILT Grade-level Teams MTSS Team	Sep 1, 2015 to Jun 30, 2017	Rigorous lessons PD sign-In sheets Walk-through Data	Behind

Strategy 4

If we do...	...then we see...	...which leads to...
Recruit, solicit and retain committed parents and community partners to support the vision and mission. This will ensure the culture and climate that positively impacts students' attendance and instruction, thus demonstrating less behavior entries in SILS and an increase in students' academic growth.	Parents and community members supporting teachers and encouraging students to increase their performance on NWEA test. Participation in school events, assemblies and meetings will increase.Resulting in an even higher parent,community and student involvement rate.	an increase in area of parent involvement on My School, My Voice and a rise in partnerships with community organizations like AARP, Depaul University, Pastors of Gresham and Ryder Alumni. Academically, Ryder will collaborate with parents and After-School volunteers to increase test scores, homework assignment and class projects by 10% school-wide.

Tags:
Parental involvement, Community, Parent partnerships

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Ryder will use a variety of communication tools more effectively, for example robo calls. We need to invite community and politicians to the school for visits. We need to showcase Ryder pride through our website and other social media venues.	School Administrators PAC LSC Ryder Alumni Volunteer Team Community Relasion Officer	Jul 25, 2016 to Jun 30, 2017	Increase in parent and partnership members. Partnerships with new organizations and community groups that lead to increased participation in assemblies LSC, PAC and community meetings.	On-Track

Parent support group, Parent meetings, Participaton, Parent newsletter
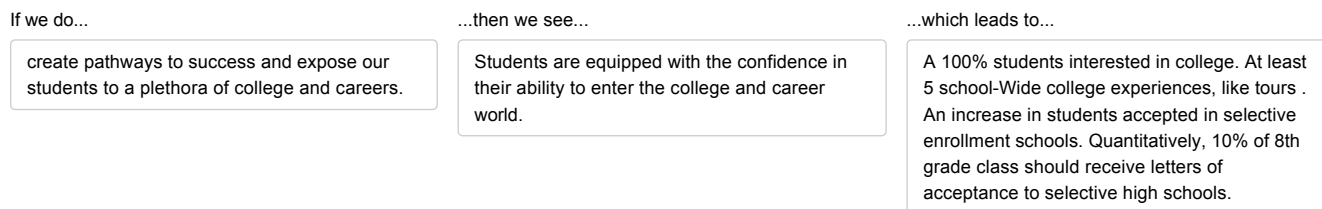
Ryder will update it's website Bi-monthly. Consistently providing communication, lets parents know they are welcome and needed partners in the education of their students. Your most valuable tool – your parent organization website.	Techo Administration Staff PAC LSC Partners	Sep 1, 2015 to Jun 30, 2017	Update submission forms Parent feedback form	Behind

Parental involvement, Communication, Website

Visible administrators insure, parents will feel more comfortable calling when a problem arises. They feel that the principal and assistant principal welcomes parents.	Administration	Sep 1, 2015 to Jun 30, 2017	Administration open hours should be posted Open House Town-Hall Meetings MVMS Survey	Behind

Vision, Parent partnerships, Parent engagement

Strategy 5

If we do...	...then we see...	...which leads to...
create pathways to success and expose our students to a plethora of college and careers.	Students are equipped with the confidence in their ability to enter the college and career world.	A 100% students interested in college. At least 5 school-Wide college experiences, like tours . An increase in students accepted in selective enrollment schools. Quantitatively, 10% of 8th grade class should receive letters of acceptance to selective high schools.

Tags:
College Access and Persistence, College and career, College and careers

Area(s) of focus:
5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Ryder must hold more college to career events like college tours, guest speakers and college fairs. Ryder should immediately begin planning by surveying students and families interest in colleges and careers during the 1st quarter of school.In essence,Ryder will provide exposure to high school and college lessons that properly prepare students to leave secondary school with a clear plan and skills to be successful in college.	Administration Counselor Network 11 College and Career Liaison Ryder After-School College Lead Ryder Social Worker	Sep 1, 2015 to Jun 30, 2017	Increase in Selective enrollment applications and Acceptance. Quarterly(4) college tours a year Semester (2) College Speakers Increase in College Tours	Behind

College Access and Persistence

Ryder will provide all students with exposure to college preparatory curriculum like Algebra and Advance Literature, students will develop a love for learning and achievement.Expose students to post-secondary school experiences and ensure that students possess the knowledge, skills and attitude needed to be successful in hs, college and or careers.	Administration Counselor Network 11 College and Career Liaison	Sep 1, 2015 to Jun 30, 2017	College Text High Level lessons College Visit Calendar College Guest speaker Calendar	Behind

Textbook, Expectations for depth & breadth of quality teaching: balanced assessment & grading

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Ryder will implement a teacher to teacher professional development program. Teachers will engage in professional development to effectively plan differentiated lessons to support literacy and math instruction. Tags: Instructional practices, Pd planning	Teachers, ILT, Grade Teams, Students, MTSS Team and Administration.	Jun 3, 2016	Jun 9, 2017	On-Track
✚ Diverse Learner teachers will receive professional development in reading. Specifically, teachers of diverse learners will be provided strategies specifically in area of accommodation and differentiation to support students' in such as picking out important story information, making inferences, and identifying story themes. Several studies have addressed the question of how to improve the ability of students with learning disabilities by using narrative structure. Tags: Instructional practices, Professional development, Diverse learner teachers	Administration Diverse Learners	Aug 29, 2016	Aug 29, 2017	Behind
✚ Ryder will implement a Data Driven Instructional Focus. Teachers will review NWEA, student performance data, attendance and Off-Track rates to identify struggling student and re-teach skills. Tags: Instructional practices, Academic supports, Professional development plan	Administration ILT Teachewrs	Aug 29, 2016	Aug 29, 2017	Behind
✚ Ryder's Administrators' will complete 5-10 mn Weekly Instructional Pop-Ins to ensure teachers providing students appropriate instruction. Tags: Instructional practices, Leadership, Academic expectations, Academic supports	Principal Assistant Principal	Aug 29, 2016	Aug 29, 2017	Behind
✚ Ryder ILT and Administration is seeking professional development for teachers, specifically, teachers will be taught how to assess student performance then incorporate those findings into rigorous, engaging lessons... Tags: Rigorous tasks, Coaching, Activities, Rigorous instruction	Teachers ILT MTSS Team Administration	Sep 1, 2015	Aug 31, 2017	Behind

District priority and action step	Responsible	Start	End	Status
✚ Teachers will provide detailed instructional delivery methods that increase students' interest in learning: project based learning, inquiry based learning, service learning, and technology learning. Tags: Rigorous tasks, Project-based learning, Inquiry, Workshop model	Teachers ILT MTSS Team Administration	Sep 1, 2015	Sep 29, 2017	Behind
✚ Teachers will also receive instruction on how to provide frequent, timely, and highly specific feedback/assessment tied to the individual learning goals and objectives of each student. Tags: Rigorous tasks, Assessment, Instructional Coaching, Instructional practices, Professional development	Teachers ILT MTSS Team Administration	Sep 1, 2015	Sep 1, 2017	Behind
✚ Teachers use assessment data from NWEA, Compass Learning and REACH Task to adjust ongoing teaching to improve students' achievement. Tags: Rigorous tasks, Assessment, Reach, Data analysis	Teachers ILT MTSS Team Administration	Sep 1, 2015	Dec 29, 2017	Behind
✚ DDI or Data Driven Instruction will be implemented and monitored. During the DDI process teachers will collaborate and review test scores, student work and NWEA to strategically identify struggling students, methods to re-teach skills and improve behavior. Tags: Rigorous tasks, Instructional practices, Data analysis	ILT Administrators Grade-Level Teachers	Aug 29, 2016	Aug 29, 2017	Behind
✚ In order to create robust, aligned, data driven plans, time has to be provided for staff to meet and review the NWEA data, deep dive into skills and create Unit plans that follow an accurate scope and sequence. Tags: Curriculum planning, Curriculum Design, Curriculum	Ryder Principal ILT	Jul 25, 2016	Jun 30, 2017	On-Track
✚ Ryder will hold 10 Week interim assessment data analysis cycle. Teachers will create unit lessons and reteaching plans that respond to students deficits and are aligned to the Network 11 Scope and Sequence. Tags: Curriculum planning, Data analysis, Data driven instruction, Unit planning	Ryder Administration ILT Grade-level Teams MTSS Team	Aug 3, 2015	Jun 30, 2017	Behind
✚ Ryder will hold monthly Deep Dives prior to NWEA and REACH Task testing. Tags: Curriculum planning, Assessment, Deep dives	Ryder Administration ILT Grade-level Teams MTSS Team	Jun 30, 2016	Jun 30, 2017	Behind
✚ Classroom observations will be used to determine professional development needs of teachers and how best to support teachers and students to improve their learning capacity. Tags: Curriculum planning, Observations, Classroom observations, Rating	Ryder Administration ILT Grade-level Teams MTSS Team	Jun 1, 2016	Jun 1, 2017	Behind
✚ Ryder will support grade leaders through professional development in the area of developing and managing our instructional staff to ultimately impact students' learning and obtain academic achievement. Tags: Curriculum planning, Instructional Coaching, Professional development	Ryder Administration ILT Grade-level Teams MTSS Team	Sep 1, 2015	Jun 30, 2017	Behind
✚ Ryder will also collectively develop a planned curriculum cycle to review for all subject areas at all grade levels; the timing, scope and procedures. Tags: Curriculum planning, Curriculum, Scope and sequence, Curriculum planning	Ryder Administration ILT Grade-level Teams MTSS Team	Sep 1, 2015	Jun 30, 2017	Behind
✚ Prior to school, Ryder's ILT will meet to review textbooks and align learning objectives to the Network 11 Scope and Sequence Tags: Curriculum planning	Ryder Administration ILT Grade-level Teams MTSS Team	Sep 1, 2015	Jun 30, 2017	Behind
✚ Ryder will use a variety of communication tools more effectively, for example robo calls. We need to invite community and politicians to the school for visits. We need to showcase Ryder pride through our website and other social media venues. Tags: Parental involvement, Community, Parent partnerships, Parent support group, Parent meetings, Participaton, Parent newsletter	School Administrators PAC LSC Ryder Alumni Volunteer Team Community Relasion Officer	Jul 25, 2016	Jun 30, 2017	On-Track
✚ Ryder will update it's website Bi-monthly. Consistently providing communication, lets parents know they are welcome and needed partners in the education of their students. Your most valuable tool – your parent organization website. Tags: Parental involvement, Community, Parent partnerships, Parental involvement, Communication, Website	Techo Administration Staff PAC LSC Partners	Sep 1, 2015	Jun 30, 2017	Behind

District priority and action step	Responsible	Start	End	Status
✚ Visible administrators insure, parents will feel more comfortable calling when a problem arises. They feel that the principal and assistant principal welcomes parents. Tags: Parental involvement, Community, Parent partnerships, Vision, Parent partnerships, Parent engagement	Administration	Sep 1, 2015	Jun 30, 2017	Behind
✚ Ryder must hold more college to career events like college tours, guest speakers and college fairs. Ryder should immediately begin planning by surveying students and families interest in colleges and careers during the 1st quarter of school.In essence,Ryder will provide exposure to high school and college lessons that properly prepare students to leave secondary school with a clear plan and skills to be successful in college. Tags: College Access and Persistence, College and career, College and careers, College Access and Persistence	Administration Counselor Network 11 College and Career Liaison Ryder After-School College Lead Ryder Social Worker	Sep 1, 2015	Jun 30, 2017	Behind
✚ Ryder will provide all students with exposure to college preparatory curriculum like Algebra and Advance Literature, students will develop a love for learning and achievement.Expose students to post-secondary school experiences and ensure that students possess the knowledge, skills and attitude needed to be successful in hs, college and or careers. Tags: College Access and Persistence, College and career, College and careers, Textbook, Expectations for depth & breadth of quality teaching: balanced assessment & grading	Administration Counselor Network 11 College and Career Liaison	Sep 1, 2015	Jun 30, 2017	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

○ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews 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.

◉ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

> Parents will be provided copies of the parental plan and policy and invited to the school to provide input in its revision. The policy will also be discussed at the local school council meetings where additional parental input will be obtained and included in the plan. A yearly Title1 meeting will be held and open to the public in October.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> The Principal Title I meeting was held on September 29, 2016 and the PAC organizational meeting on October 20, 2016. PAC will also hold monthly meetings and workshops, participate in LSC meetings as well as Title I Southwest Collaborative monthly meetings. PAC agreed to meet 3rd Thursday of each month at 9:30 am and 6:30 pm. To increase the level of parent participation, we will utilize parent calls, marquee messages, and monthly newsletters. Parents will be invited to a 'State of the School' event. Lastly, Principal will host a parent breakfast.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

> Parents are provided information about the curriculum and student academic progress throughout the school year through monthly newsletters and distribution of assessment data by the school and from classroom teachers. They are also provided this information in the monthly parent meetings scheduled during the school year as well as during the local school council meetings. Specific events such as Title 1, 'state of the school' and quarter progress reports are opportunities parents can reach out to teachers.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

> Parents will receive information on workshops, participate in LSC meetings as well as Title I Southwest Collaborative monthly meetings through the office, Ryder's Website, Robo-Calls and handouts. PAC agreed to meet every 2nd Thursday of each month at 9:30 am and 6:30 pm. To increase the level of parent participation, we will utilize parent calls, marquee messages, and monthly newsletters. Parents will be invited to a 'State of the School' event. Lastly, Principal will host a parent breakfast.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

> Parents will receive results and notification of State assessment through website, marquee and handouts. Parents will have the opportunity to learn how to interpret school data pertaining to students through monthly meetings, BAG Behavior, Attendance Grades or academic NWEA meetings, and parent conferences.

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

> All of the teachers at Ryder are highly qualified. If a teacher was rated "not highly qualified" that information would be made available to the parents by Chicago Public Schools.

Schools will assist parents of participating NCLB 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.

> Parents will have the opportunity to learn how to interpret school data pertaining to students through monthly meetings, BAG meetings, and parent conferences.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> Parents will have the opportunity to learn how to support their child and how to use technology to strengthen their academic progress through monthly meetings, our website,Parent Portal and PAC letters.Parents will be encouraged to meet with their child's teacher quarterly.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

During the PAC and local school council meetings, parents will be informed of programs that the school provided and how they can participate and contribute to those program. They are also welcome to come to the school frequently and observe school processes both in and outside the classroom and offer their suggestions and support.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

Parents will be provide information in both written and verbal (using the school's automated phone dialing system) will be in a language that is appropriate to the school community this includes Head Start, Reading First and Drop Stop and Read Programs. If a parent does not understand the information provided to them they are invited to come to the school to have their questions answered in a timely manner. In addition, parents will receive calls home through our automated system, backpack notes and teacher calls.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information provide to parents in both written and verbal (using the school's automated phone dialing system) will be in a language that is appropriate to the school community. If a parent does not understand the information provided to them they are invited to come to the school to have their questions answered in a timely manner. In addition, parents will receive calls home through our automated system.

Policy Implementation Activities

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

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

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement 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

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 Mission for William H Ryder Math and Science Specialty School is to develop and educate every student. Ryder's staff will provide strong academic instruction, supportive intervention and physical and emotional development to all students. These tools will prepare our students to become successful leaders and responsible members of society. We will offer well planned, rigorous curriculum aligned to the common core, we will use data to drive our instruction and use all resources like technology to bring out the full potential in our students.

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.

In addition to phone conferences and mandatory BAG Discussions, parents and teachers will meet In September for Open House - Parents will have the opportunity to meet with their child's classroom teacher and again in November and April for 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.

September-June: Progress reports are provided to parents every 5 weeks; September: Open House; November: Report Card Pick-up December; Family Literacy Night; February: Open House; April: Report Card Pic-up; November, February, May Learning First Assessment Results provided to parents.

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

Parents are always encouraged to make appointments with their child's teacher. Staff will be available for consultation with parents daily from 8:30 to 8:45 a.m. and 3:45 to 4:00 p.m., with a scheduled appointment and during Report Card Pick-up. Additional availability will be dependent upon individual staff members.

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

Parents that wish to volunteer must complete the CPS Volunteer package. Parents are encouraged to: assist in monitoring the playground areas and areas around the school for student safety; assist teaching staff on field trips and special class activities/projects; and to act as mentors for students.

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

> Parents are encouraged to : assist the classroom teachers by volunteering in classes. They can offer their time to tutor students in need and help build relationships with community organizations that will bring services into the school to raise achievement. Parents can also support the child by monitoring our on-line computer interventions.

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 encouraged to present their ideas to the administration or the LSC and work with the school to increase academic achievement of all students. They can also present their ideas in the parent meetings that are held monthly at the school. Parents must email their contributions directly to teacher or through website.

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 will participate in project and activities designed to improve academic achievement. These activities will also address school and classroom climate centered around raising academic standards. They will also learn how to assist one another through peer monitoring/tutoring. Students will enroll in Compass Learning, follow their behavior and attendance contracts and participate in class discussions.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increast student academic achievement through parental involvement; specify your goals.

> To Start, during open house parents are provided the student handbook detailing how they can support their children at home. Helping them with homework, monitoring television and encouraging digital programs like Compass Learning and LearnStrom. Every Quarter during report card pick-up, parents are requested to meet with teachers and discuss BAG Reports. A BAG Report is a comprehensive snap shot of the child's Behavior, Attendance and Grades. Intermittent meetings are schedule in special cases. Parents are encouraged to participate in Ryder's Mathathon in March (MARCH MATHNESS), January new year book club, Family Movie Night in December (Book) November is meaning of words/Stop Drop and Read. October is Spelling Bee and Community Festival. April is Autism Awareness Month and PAC sponsors a guest speaker.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	$ 1261 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 854 .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)	$ 1300 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 0 .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel 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 Involvement 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 involvement programs only.	$	Amount	.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