Ravenswood Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Kimberly Toomey	7-8th Grade ELA Teacher	katoomey@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/27/2020	Patrina Singleton & Vanessa Rivas-Vergil (LSC Teacher)	SEF Teacher & Staff Survey for Q2 School Improvement Day
03/11/2020	Patrina Singleton & Vanessa Rivas-Vergil + 5 Parents	What is the CIWP, Process, Review Survey Feedback, Parent Feedback

Date	Participants	Topic
02/10/2020	LSC CIWP Committee Meeting - 1 parent, 1 community member, 2 teachers	Discussed parent engagement and parent survey
01/07/2020	Landry, Prastitis, Vergil (LSC), Ludwig, Tajchman, Stallard, Ayala, Toomey, Kitty , Postlethwait, Singleton	We met bi-weekly while we were holding "in person" learning and weekly during "Remote Learning. Topics - root cause analysis, theory of action development, action steps, budget implications, etc.

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 2 Make ?safe practice? an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**: Potential to revisit the mission & vision of school. Communication with the recess and lunch staff with the teachers and students regarding SEL and how we engage with students.
- 2 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

- 2 Design professional learning (PL) to achieve school-wide improvement goals
- 3 Design and implement school day schedules that are responsive to student needs
- 3 Align the budget to the CIWP priorities and the mission of the school
- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence**: Revisit peer observations and cycles of learning.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence**:
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence**: As a school we do a lot to engage students in learning, create high expectations, plan cohesive units, etc. We also utilize effective questioning and discussion techniques. In addition, we provide students with informal feedback and give them the opportunity to implement the feedback.
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- o 1 Utilize assessments that measure the development of academic language for English learners
- o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 3 Improve and promote assessment literacy
- o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**:
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)

- o 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: MTSS team has helped create systems to make sure teachers are designing 3 MTSS cycles throughout the year. - Need to collect more math resources/interventions - PSP needs to be shared formally with teachers - Continue to work on progress-monitoring (school-wide) - Teachers are seeking trauma training
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)

- 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS ? Ensure equitable access to college preparatory curriculum
- 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence**: For #69 it was answered in terms of applying to HS since college doesn't apply. #67 is a definite area of growth that we are going to talk through during Culture & Climate meetings for some whole school exposure/activities.

Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence**: student voice training with teacher leading student council
- 3 - Physical and Emotional Safety
  - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence**: Climate and culture agenda minutes
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
    - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
    - o **Evidence**:
- 4 - Family & Community Engagement
    - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
    - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
    - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
    - o 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
    - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
    - o 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
    - o 3 Partner equitably with parents speaking languages other than English
    - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
    - o **Evidence**: partners with old town, hubbard dance, BASA

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**2**
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Historically this assessment hasn't been utilized at Ravenswood. It will provide teachers with language acquisition data that could help them when they're planning lessons and assessments.	EL		40.00	50.00
	African American		65.00	85.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Math (Grades 3-8) Historically higher growth percentile. The new CIWP will be focused on Math, strengthening tiers 1, 2, and 3.	Students with IEPs		75.00	85.00
Vision: NWEA Attainment G2-8 (Math) Historically attainment has been low compared to growth percentile. We want to set a realistic yet ambitious goals to hold ourselves accountable to this critical work.	African American		45.00	55.00
	Students with IEPs		40.00	45.00
Vision: NWEA Attainment G2-8 (Math) This has been a weak point for Ravenswood and so we want to set a realistic yet ambitious goals to hold ourselves accountable to this critical work.	EL		55.00	65.00
SQRP: National School Growth Percentile - Math (Grades 3-8) (Blank)	Overall		74.00	77.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Increase Supportive Environment from neutral to strong				75.00	80.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	Support the development of teacher leaders to provide job-embedded differentiated, continuous, professional development (e.g. EL, DL, Arts Integration, Restorative Practices) and allocate resources/time for differentiated pd structures
Then we see...	higher teacher capacity to create meaningful access to learning for identified focus groups and through the arts.
which leads to...	-an increase of 36% to 50% of EL's making adequate yearly progress on ACCESS by SY22 -an increase in MATH NWEA National growth percentile for our African American students from 42nd percentile to 85th percentile and DL's from 19th percentile to 85th percentile - sustained level of performance in the NWEA reading national percentile
Budget Description	Full time ELPT and Case Manager After school PD - pay teachers - differentiated PD Sub for Arts teacher demos and debriefs Training for art PD - Art, Dance, and Drama Teacher Funding to support the school musical, dance team, art exhibits/projects, etc. - teacher pay Music programming - Old Town Music Consistent annual PD provided for teachers on Restorative & Positive Discipline and wrap around supports for students with large numbers of referrals and low growth on NWEA.
Tags	Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), Arts Education: School Structures (F/PA #3), ODLSS: Instructional Quality, OLCE
Action steps	(Not started) Design professional cohorts and peer observations/debriefs, and self-paced, independent professional development centering around areas of needs and interest (e.g., fine arts, DLs, ELs, Restorative Practice, NGSS). Map out schedule for cycle of learning around supporting focus groups/areas (e.g. Developing Unit Plans incorporating WIDA standards, restorative practices, Arts integration and culturally responsive pedagogy). Tags:Arts Education: Embedding the Arts School-Wide (Not started) Deliver ELD Modules & Sheltered Instruction training and identify cycle of support and progress monitoring. Tags:OLCE (Not started) Deliver PD on Restorative Practices and Trauma Informed Teaching and monitor implementation through self-assessments and student referrals Tags:

Strategy 2

If we do...	develop a menu of math interventions/practices and implementation structures that provide differentiated support to all students and are aligned with respective tiers, including tier 1 and systematize and implement the problem solving process
Then we see...	consistent implementation of research based math practices and interventions, progress monitoring with fidelity, and collaboration between all stakeholders.
which leads to...	-an overall increase in our Math National growth percentile from 70th percentile to 77th percentile. -an increase in MATH NWEA National growth percentile for our African American students from 42nd percentile to 85th percentile; and DLs from 19th percentile to 85th percentile. -an increase in supportive environment from neutral to strong on the 5 Essentials Survey
Budget Description	After school interventions - teacher pay MTSS Team / Problem Solving meeting - after school pay for teachers Scheduling intentionally for K-6 for MTSS blocks
Tags	MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Supportive and Equitable Discipline Practices, Math: Equitable Access
Action steps	• (Not started) Examine our Tier 1 math by creating a calibration tool to self assess our Math Practices K-8th. Calibrate on shared math practices - (Ex. Gradual release, small group, daily formative, discourse in math, growth mindset in math, etc.) Tags: • (Not started) Develop a menu of math interventions/practices, investigating options for hands-on (non-tech) math intervention resources to have in-building. Continue to fund technology programs such as ST Math and IXL to support diverse needs of students. Tags: • (Not started) Allocate funds in year 1 and 2 for Tier 2-3 math and literacy interventions outside of school hours and/or additional interventionist support during the school day. Tags: • (Not started) Revise and implement the MTSS problem solving process. Tags:

Strategy 3

If we do...	refine our units in all content areas to ensure our curriculum is comprehensive, culturally relevant, and aligned to the standards (e.g. CCSS, NGSS, WIDA, Illinois Art Learning Standards) grounded in the principles of UBD / UDL

Then we see...	more engagement among our students as they see themselves reflected in the curriculum and strengthened teaching practices that incorporate culturally relevant, sustaining pedagogies, and the arts.
which leads to...	-students deepened understanding and connection of both arts and gen ed content as measured by CPS fine arts rubric and internal Art?s grid -sustained level of performance in the NWEA reading national percentile, -an increase of 36% to 50% of EL's making adequate yearly progress on ACCESS by SY22 -an increase in MATH NWEA National growth percentile for our African American students from 42nd percentile to 85th percentile; and DL's from 19th percentile to 85th percentile. -an increase in supportive environment from neutral to strong on the 5 Essentials Survey
Budget Description	Work towards $5 per student, per arts area - $8,700 - arts materials, updating art technology, etc. Subs for planning time / peer observations Funding allocated for teachers to collaborate on building UBD/UDL unit plans that integrate the Arts standards and CCSS/NGSS/WIDA standards
Tags	Curriculum, Arts Education: Assessment in the Arts, Arts Education: Authentic Arts Integration, Arts Education: Embedding the Arts School-Wide, Arts Education: Equitable Access to the Arts, Arts Education: School Structures (F/PA #3), ODLSS: Instructional Quality, OLCE
Action steps	• (Not started) Teachers will update their year-long scope and sequence that includes standards for all content areas, eliminating gaps. Tags: • (Not started) Teacher teams will analyze current units to ensure assessments, tasks, and texts are culturally relevant and aligned to the standards. Tags: • (Not started) Create units with arts enrichment embedded seamlessly and/or full arts integrated units. Work towards every student from Prek-8th grade engaging in at least 1 arts integrated/ art enriched unit by EOY SY22, with formative and summative assessments. Tags: • (Not started) Participate in professional development around culturally relevant/sustaining pedagogy and UBD/UDL training. Tags: • (Not started) Develop EL "Can Do" tool to use in the moment and EL Toolkit similar to MTSS toolkit. Provide staff training on EL formative assessments/Can Do Descriptors. Tags:

Action Plan

Strategy 1

Design professional cohorts and peer observations/debriefs, and self-paced, independent professional development centering around areas of needs and interest (e.g., fine arts, DLs, ELs, Restorative Practice, NGSS). Map out schedule for cycle of learning around supporting focus groups/areas (e.g. Developing Unit Plans incorporating WIDA standards, restorative practices, Arts integration and culturally responsive pedagogy).

Aug 14, 2020 to Nov 13, 2020 - ILT/ADMIN

Deliver ELD Modules & Sheltered Instruction training and identify cycle of support and progress monitoring.

Aug 13, 2020 to Feb 10, 2021 - ELPT/ADMIN

Deliver PD on Restorative Practices and Trauma Informed Teaching and monitor implementation through self-assessments and student referrals

Aug 14, 2020 to Feb 12, 2021 - ADMIN/Counselor/BHT/Network 2 Specialists

Strategy 2

Examine our Tier 1 math by creating a calibration tool to self assess our Math Practices K-8th. Calibrate on shared math practices - (Ex. Gradual release, small group, daily formative, discourse in math, growth mindset in math, etc.)

Oct 05, 2020 to Dec 11, 2020 - ILT/Admiin/MTSS Team/Teachers

Develop a menu of math interventions/practices, investigating options for hands-on (non-tech) math intervention resources to have in-building. Continue to fund technology programs such as ST Math and IXL to support diverse needs of students.

Nov 02, 2020 to Jan 29, 2021 - MTSS Team/Admin

Allocate funds in year 1 and 2 for Tier 2-3 math and literacy interventions outside of school hours and/or additional interventionist support during the school day.

May 11, 2020 to May 19, 2020 - Admin/LSC

Revise and implement the MTSS problem solving process.

Aug 20, 2020 to Feb 19, 2021 - MTSS Team/Admin

Strategy 3

Teachers will update their year-long scope and sequence that includes standards for all content areas, eliminating gaps.

Aug 10, 2020 to Oct 30, 2020 - Teachers/ILT/Admin Team

Teacher teams will analyze current units to ensure assessments, tasks, and texts are culturally relevant and aligned to the standards.

Aug 17, 2020 to Jun 18, 2021 - Teachers/ILT/GLTs/Admin

Create units with arts enrichment embedded seamlessly and/or full arts integrated units. Work towards every student from Prek-8th grade engaging in at least 1 arts integrated/ art enriched unit by EOY SY22, with formative and summative assessments.

Aug 17, 2020 to Jun 24, 2022 - Teachers/Arts Dept./ILT/GLTs/Admin

Participate in professional development around culturally relevant/sustaining pedagogy and UBD/UDL training.

Aug 17, 2020 to Jun 18, 2021 - ILT/Admin/Teachers

Develop EL "Can Do" tool to use in the moment and EL Toolkit similar to MTSS toolkit. Provide staff training on EL formative assessments/Can Do Descriptors.

Aug 24, 2020 to Feb 26, 2021 - ELPT/MTSS/Admin/Network Support

Fund Compliance

ESSA Program

[ ]

ESSA Schoolwide Program

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

[X]

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

ESSA Schoolwide Program

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

(Blank)

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

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

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

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional

assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Our school does not receive Title 1 funds but have a parent and community member on our CIWP Committee and we engaged the community in the creation of the CIWP. We held an in person session and gathered feedback through a survey, with over 100 responses. We gave newsletter updates throughout the year and made the community aware of our process.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please

describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

N/A we are not a Title 1 school.

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

N/A - We regularly host principal coffee meetings and send out surveys to gather feedback and we make adjustments, as needed.

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.

N/A - Assessments are typically sent home when they are received by the school and/or by the homeroom teacher during the first parent teacher conference.

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.

We will reach out to families by letter for 4 consecutive weeks.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

N/A We are not a Title 1 School.

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

N/A Teachers provide parents with newsletters with curriculum updates and strategies. Staff/teachers host curriculum nights.

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

Staff will continue to explore how equity and race impact our curriculum and discipline practices. We have identified in our CIWP "culturally relevant pedagogy" as a priority to ensure that all students and families feel valued and represented in the education process at Ravenswood.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start,

Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

All early childhood students and families have access to school-wide activities and programs.

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

Ravenswood will continue to send all families communication in both English and Spanish through newsletters, emails, website and social media. Administration has been in discussion with the Friends of Ravenswood group regarding the purchase of headsets to provide translation for School meetings (LSC/BAC, etc.)

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[ ] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[ ] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

Although we are not a title 1 school and parent/family engagement is not one of our CIWP priorities, parent and family engagement is very high and a critical component to the success of Ravenswood. As we focus on developing more culturally relevant units, we expect to see increased family engagement as our minority families see themselves and their cultures represented in the classroom.

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Through the implementation of the strategies listed in the CIWP we are able to provide high quality curriculum and instruction that align to our school mission. Ravenswood's school mission: "We work to provide every child with a high quality education incorporating culturally relevant curricula and practices, academically rigorous coursework, arts-integrated experiences and socially progressive character."

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.

We hold parent teacher conferences twice a year, based on the CPS schedule and also on parent request throughout the year.

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

The school sends home progress reports and report cards according to the CPS calendar in addition to regular teacher communication by email, phone, classroom agenda, handwritten note and in person. Families of students who receive additional support through the MTSS process are also notified by the school.

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

When we resume in the fall, Ravenswood will continue using remote learning plan template as a way to provide PreK through 8th grade families frequency of newsletters and teacher office hours. Teachers are accessible by phone, email and in person conferences as well as at school events.

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

Homeroom parents can help to disseminate information, coordinate classroom activities. Parent volunteers have opportunities to participate by organizing supplies, helping with school fundraisers, being "mystery reader's" and chaperoning in class field trips.

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

Parents are making sure that their students are attending school every day and are completing homework and assignments.

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

The LSC, FOR's, conferences and principal coffee hours provide opportunities for families to partake in decision making.

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).

Ravenswood has maintained exceptional attendance. The school will identify an attendance goal with the community and students. Student council will engage in goal setting and school-wide initiatives.

Parent Budget (Complete)

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

n/a

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

Account(s)

Description

Allocation

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.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00

53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00