

# West Ridge Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/31/2020	CIWP Team	Root Cause Analysis
03/04/2020	Vertical Content Teams	Strategies

Date	Participants	Topic
03/04/2020	Parent and Community Stakeholders Meeting	CIWP process, issues and planning, 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
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 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
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** All staff and stakeholders know the school vision and priorities. These two documents can be found hung up in each classroom near the door. Students are aware of the high expectations of all teachers and staff. Open House, parent meetings, etc. are examples of times we discuss vision and purpose of the school.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 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
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** All staff and stakeholders know the school vision and priorities. These two documents can be found hung up in each classroom near the door. Students are aware of the high expectations of all teachers and staff. Open House, parent meetings, etc. are examples of times we discuss vision and purpose of the school.

## 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)
  - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** West Ridge provides authentic texts and resources that are leveled according to research based F & P Levels. All teacher utilize an inquiry based approach for student centered learning especially in the content areas, writing, and when facilitating literature circles in reading. All teachers have been trained in UbD and over the course of four years have developed curriculum maps and unit plans that are tightly aligned to CCSS. There are monthly meetings of vertical content teams that work to align instructional practices, assessments, and rubrics across grade levels in literacy, science, and math. Teachers have gone through an in-depth decomposition of CCSS for literacy, and the staff have begun an in-depth decomposition of math standards to develop a more rigorous curriculum for math.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners

- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Teachers utilize flexible grouping to immediately address student deficiencies on a daily basis in most subjects. Regular collaboration among teachers leads to discussions of designing instructional content to meet the needs of diverse learners at West Ridge Elementary. Teachers are reflective practitioners who are constantly evaluating teaching strategies and updating them according to the best and current practices. Teachers routinely differentiate instruction using leveled materials and teach to all learning styles.
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** Unit Plans clearly indicate formative and summative assessments. Teachers utilize BAS to assess students' literacy levels for BOY, MOY, and EOY. NWEA is taken for MOY and EOY and data is routinely analyzed as is PARCC data. All teachers use Fountas and Pinnell levels to select content text. Grade distribution is evident within Aspen. Teachers use progress monitoring and NWEA RIT bands to identify specific student learning gaps for Tier 2 and Tier 3 interventions. Vertical content teams have developed rubrics that spiral from kindergarten through eighth grade in writing, reading, and math. All content areas have created curriculum maps with progressive content strands of learning.
- 3 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 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)
  - 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- 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)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** West Ridge has developed an MTSS team that meets monthly to review students that are struggling academically, behaviorally, or socially. This team supports the classroom teachers in implementing interventions and evaluating student progress. Our counselor and social workers have a few group opportunities to assist students with their social and emotional needs through individual and group counseling, etc., and supports for refugee students. Students at West Ridge are encouraged to be positive role models for their peers through our Citizen of the Month Program. Teachers design units based off of formative and summative assessments, and implement flexible grouping based off of these results to provide instruction at Tiers 1, 2, and 3. On track data is regularly looked at, attendance is documented and following up on by home visits and plans developed by teachers and parents to improve student attendance. Leveled reading materials have been purchased to assist students with learning at their instructional level. School wide implication of Second Step and Calm Classroom programs are evident throughout the school.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** We provide a variety of opportunities for our students to engage with professionals and learn about careers through resources such as Junior Achievement and Career Day. Our middle school students also have an opportunity to engage in our country's democracy and hold elected leadership roles through Student Council. School provides Algebra for high school credit. Students have an opportunity to meet subsequent teachers and upper grade peers. Parents have opportunities to meet teachers in Kindergarten, 4th/5th departmental, and 8th grade/High School.

## 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:** Most staff members consistently support students and are culturally sensitive to the students' needs. Important information is translated to make sure all families are well informed. Each year West Ridge celebrates the diversity that make up the student body through our Multicultural Night Celebration.
- 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
  - 1 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** School provides extracurricular activities including, student council, chemistry club, drama and arts club, and chess club. Students are also able to participate in athletic groups including soccer, basketball, volleyball, and badminton.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Our counselor and social worker head the school-wide behavioral health team, which provides opportunities for students to express their concerns. We also have a Student Voice Committee that coordinates student surveys for upper graders. These surveys focus on safety questions and concerns with issues in the classroom, hallways, lunch, recess, arrival practices and dismissal practices. All staff are required to be in the hallways during transitions for our departmental classes.
- 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)
  - 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)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** School has a process and system in place that addresses misconducts. We have counseling services available for students, Calm Classroom, PBIS strategies, Peer Discussions, and weekly SEL groups.
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- 3 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).
- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school’s vision (REQUIRED: OSEL)
- **Evidence:** West Ridge holds public LSC meetings, Bilingual Advisory Committee Meetings, and Parent Advisory Committee Meetings where community members are encouraged to attend. West Ridge also has a very open policy with our families and community members who know they can come to the office with any questions or concerns. Teachers are in constant communication with parents through the school website and various smart applications on their phones or vis-a-vis internet based websites. We hold an annual curriculum night, various school assemblies and performances where families are invited to attend, teacher-family conferences, report card pick up, and more. As a school with over 45 different languages, West Ridge also employees staff that speak a variety of the same languages our families speak so we can communicate easily with them.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	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
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Family & Community Engagement	3
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	2

## 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  This student group is our largest growth area on our most recent SQRP.	EL		50.00	60.00
SQRP: National School Growth Percentile - Reading (Grades 3-8)  This student group is one of our largest growth areas on our most recent SQRP.	Latinx		75.00	80.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)  These two student groups have the largest gaps in growth for this particular category.	Students with IEPs		75.00	75.00
Vision: NWEA Attainment G2 (Math)  These two student groups have the largest gaps in growth for this particular category.	Latina (Female)		55.00	60.00
	African American		80.00	85.00
Vision: Attendance Rate  We want to have every student in school as regularly as possible as it will help improve all our sub-categories.				

### Required metrics (Elementary) (100% complete)

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> We will work at improving the "Safety" portion of our 5 Essentials Survey, as it is the lowest ranking of "Weak".				85.00	90.00

### Custom metrics (0% complete)

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

## Strategies

### Strategy 1

If we do...	Differentiated core instruction and formative assessment, including small instructional groups based on NWEA RIT bands, learning stations, and supplemental learning opportunities that address student areas of remediation and provide enrichment for their areas of strength
Then we see...	Higher attainment, improved student application of strategies to problem solve, have more student agency, authority, and identity
which leads to...	Increased student ownership as measured by academic personalism as indicated in the 5 Essentials. In addition, attainment will increase by 2+ per year in each category.
Budget Description	
Tags	Balanced Assessment and Grading, MTSS: Problem Solving Process, Personalized Learning: Learner Agency, Science: Rigorous Tasks, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> <li>(Not started) Invest in supplemental instruction materials aligned to the learning standards, CCSS and NGSS in September planning meeting. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Personalized Learning: Tailored Learning/Differentiation, Science: Rigorous Tasks, Math: Rigorous Tasks</li> <li>(Not started) Lead teachers in core content areas will assist with coaching around instructional best practices for content, assessments, and grading monthly. Tags:Balanced Assessment and Grading</li> <li>(Not started) Ensure all teachers are aware of NWEA RIT bands and provide resources to support tiered and small guided instructional groups. Tags:</li> </ul>

**Strategy 2**

If we do...	engage students in rigorous student t asks across grade levels
Then we see...	high learning expectations
which leads to...	National School Growth Percentile of 90% in Reading and Math by the year 2020
Budget Description	
Tags	Literacy: Shift 4-21st Century Professional Learning

Action steps	<ul style="list-style-type: none"> <li>(Not started) Teachers share rigorous tasks with peers during monthly grade level meetings. These tasks will integrate real life applications, related field trips, and content knowledge.</li> </ul> <p>Tags:</p>
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**Strategy 3**

If we do...	More informative and collaborative conversations of instruction, grading, and assessment systems that are currently in place across grade levels.
Then we see...	Continuity within the school wide instructional practices and balanced grading and assessments across all grade levels and content areas.
which leads to...	Cohesiveness, transparency, and continuity among grade bands and across grade level content resulting in "very strong" ratings as measured by the 5 Essentials (collaborative teachers and rigorous instruction specifically).
Budget Description	
Tags	Curriculum, Balanced Assessment and Grading, Transitions, College & Career Access, & Persistence
Action steps	<ul style="list-style-type: none"> <li>(Not started) Use Aspen appropriately to create appropriate categories and weights (assignments, projects, and assessments). Grades reflect student ability, knowledge and skills, and will be entered regularly.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) collaborate with grade level and content area teacher teams to have continuity in grading and assessments.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Create a school wide calendar with transition events and assessments for parents and students</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Create time and systems for teachers to discuss progress and needs of the students</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>(Not started) Enter grades in a timely manner so parents can view the student progress and have time to remediate the grade</li> </ul> <p>Tags:</p>

# Action Plan

## Strategy 1

Invest in supplemental instruction materials aligned to the learning standards, CCSS and NGSS in September planning meeting.

Jun 22, 2020 to Aug 28, 2020 - Teachers and administration

Lead teachers in core content areas will assist with coaching around instructional best practices for content, assessments, and grading monthly.

Sep 01, 2020 to Jun 17, 2022 - lead teachers and administration

Ensure all teachers are aware of NWEA RIT bands and provide resources to support tiered and small guided instructional groups.

Jun 01, 2020 to Jun 24, 2022 - Teachers and admin

## Strategy 2

Teachers share rigorous tasks with peers during monthly grade level meetings. These tasks will integrate real life applications, related field trips, and content knowledge.

Sep 01, 2020 to Jun 24, 2022 - Teachers

## Strategy 3

Use Aspen appropriately to create appropriate categories and weights (assignments, projects, and assessments). Grades reflect student ability, knowledge and skills, and will be entered regularly.

Sep 01, 2020 to Jun 24, 2022 - Teachers

collaborate with grade level and content area teacher teams to have continuity in grading and assessments.

Aug 17, 2020 to Jun 24, 2022 - Teachers

Create a school wide calendar with transition events and assessments for parents and students

Aug 24, 2020 to Sep 04, 2020 - Administration and Teachers

Create time and systems for teachers to discuss progress and needs of the students

Jun 26, 2020 to Jun 24, 2022 - Teachers and admin

Enter grades in a timely manner so parents can view the student progress and have time to remediate the grade

# Fund Compliance

## ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

## ESSA Schoolwide Program

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

A needs assessment is done annually at West Ridge. This needs assessment is based on district and state test scores and feedback from teachers, students, and families.

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

We continually review and reflect on our teaching practices and ways to improve them. Our hope is that through these reforms all our students will meet proficient and advanced levels of academic success.

**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.**

When our Instructional Leadership Team focuses on which areas of our school need improvement, we root our reforms in methods that have shown to improve student learning in effective ways.

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

At West Ridge we organize before-school and after-school programs that focus specifically on students who are low achieving and at risk of not meeting the states academic achievement standards.

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

When we hire teachers we do a thorough examination of their resume and have multiple rounds of face-to-face interviews. These interviews often consist of members of administration, the grade level with the opening, a representative from special education, and often a team member from the grade above or below the open position. At times, we have the candidates teach a lesson to a class of students.

**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.**

All staff and administration at West Ridge participate in 'in-house' professional developments at our grade-level meetings and on our school-improvement days. Staff also attend a minimum of 6 hours of professional development outside of West Ridge.

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

We have Local School Council Meetings open to the public; parent-teacher conferences two times a year; BAC and PAC meetings throughout the year; parent meetings for the CIWP; and families are invited to our musicals, plays, family STEAM night, family reading night, and more.

**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.**

During the summer we invite all families of students transitioning from a pre-k program into our kindergarten to an informational meeting where they can see the classrooms, meet the teachers, receive information, and ask questions.

**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.**

We include teachers' opinions in almost all decisions made regarding academic assessments in order to improve growth with our students. Opportunities for this take place informally everyday. Formally they happen at the grade-level meetings, during staff development days, at our monthly Instructional Leadership Team meetings, and at our monthly vertical team meetings (humanities, and STEAM).

**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.**

Teachers differentiate their instruction to meet the needs of all students. Students who show they are having difficulty mastering the content are given Tier 2 and Tier 3 interventions that are documented by the teacher. Students who continue to show difficulty mastering the content are then placed in our MTSS process and evaluated for a learning disability.

**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.**

These programs are included in our Gen Ed School environment. Examples would be remedial academic programs, collaboration with CPD in Officer Friendly type programs, Health education, and Parent workshops.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

West Ridge NCLB Title I Parent Meeting will be held in September, Joint development of the plan, policies, review process and improvement will be accomplished during this time.

**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**

Meetings will be held on school open house nights at 5:30 pm (Annual Informational) and 6 pm (PAC Organizational) since all parents are invited to that event. Workshops will occur quarterly and will vary in time of the day (morning, afternoon, evening) to be convenient for parent schedules.

**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.**

Parents will be informed about the curriculum at parent meetings and the open house, BAC PAC meetings for information about academic assessments will be provided at monthly meetings. Concerns will be addressed at BAC, PAC and LSC meetings. Individual concerns will be addressed in conferences with teachers and administrators 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.**

Parent reports provided by CPS will be delivered. These reports include NWEA, BAS and IAR.

**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.**

These reports will be distributed on an as needed basis.

**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.**

BAC/PAC meetings will be held for parents to discuss concerns with teachers, LSC meetings and individual parent meetings, report card pick up and progress reports will also provide time to talk to teachers about student academic concerns.

**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.**

The school will provide workshops to parents on core subjects and child development. NCLB Title I meetings will provide more information to parents.

**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.**

We will continue to provide our staff with school wide training addressing diversity and equity. Family school wide programs such as Multicultural Night, Family Science Night and assembly programs throughout the year, will help build ties to the school.

**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.**

Our BAC/PAC meetings are open to all parents. Guest speakers come quarterly to speak to parents on child development and core subjects.

**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.**

Our school website has Google translate with a multitude of languages. All information is translated in Spanish, Arabic, Urdu, Burmese and Assyrian as needed. Robocalls are made in Spanish, Arabic, Urdu, Burmese and Assyrian as needed.

### Policy Implementation Activities

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

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

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

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

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

n/a

### School-Parent Compact (Complete)

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

West Ridge School in collaboration with parents, teachers and community will create and participate in a teaching and learning environment that will provide rigorous educational experiences that meet the needs of students in literacy and interdisciplinary content area while integrating technology and social emotional learning. The curriculum will build all students' skills in inquiry, understanding, knowledge, high school and college and career readiness to achieve success in the future.

**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.**

The school will have 2 parent/teacher conferences on district dates. Open house will be held in September.

**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 will send home with the students a mid quarter progress report, quarterly report cards, formative assessment results for NWEA and BAS and summative results from benchmark testing and IAR.

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

Parents will have access to staff by making appointments before or after school, email, conferences, phone calls, etc.

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

Parents can observe in their child's classroom at anytime agreed upon by administration. Parents can also volunteer to participate on field trips and school wide events after going through the CPS Volunteer process. They can join the BAC/PAC.

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

Parents can use the parent portal on the CPS website. They can attend the open house and preview the curriculum and have one to one conferences with the teachers.

**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 can participate in the decision making process as it relates to their child's education at the BAC/PAC meetings.

**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 make goals for themselves in the beginning of the school year and review them periodically throughout the school year.

## **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.**

To increase parent engagement and support through workshops, events, and meetings for positive student academic achievement. These activities will occur quarterly and as needed to promote parent involvement and address any academic/developmental concerns.

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

**Account(s)****Description****Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$2600.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> 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)	\$1248.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> 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
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$250.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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 be used only by parents.	\$0.00