

Ellen H Richards Career Academy High School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	RCA Faculty & Staff	CIWP Overview, School Excellence Framework (SEF) Self-Assessment
05/01/2020	RCA Faculty & Staff	status check on CIWP
02/24/2020	Senior Leadership Team (SLT) Meeting	
02/10/2020	Senior Leadership Team (SLT) Meeting	
05/06/2020	Principal, Assistant Principal, Data Strategist	Goal Setting Support with N16 Data Strategist

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
 - 4 Employ the skills to effectively manage change
 - 2 Make ?safe practice? an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement

- 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 3 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 3 Align the budget to the CIWP priorities and the mission of the school
- 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:**

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 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
 - 2 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 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:**
- 2 - Instruction
 - 2 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
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 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
 - 1 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 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:**
- 1 - Balanced Assessment and Grading

- 2 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
- 1 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
- 1 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 1 Utilize assessments that measure the development of academic language for English learners
- 1 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 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:**
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 1 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)
 - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 1 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 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:**
- 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
- 2 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:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 1 Study politics
 - 1 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 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:**
- 4 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)

- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:**
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 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)
 - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	5
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Curriculum
Root Cause 1	lack of uniform standard for high quality units and collaborative systems/cycles to develop, review, and refine such high quality units
Area of Critical Need 2	Instruction
Root Cause 2	lack of Powerful Instructional Practice (PIP) to support the Targeted Instructional Area (TIA) of growing students' critical thinking skills and application of such skills
Area of Critical Need 3	Balanced Assessment & Grading
Root Cause 3	inequitable grading practices across grades and content areas; lack of common rubrics and scoring protocols to develop/analyze/score student assessments and align those assessments to the standards; limited amount of collaboration to examine assessments/student work and their connection to improving instruction
Area of Critical Need 4	Restorative Approaches to Discipline
Root Cause 4	deans and support staff are the main source of implementing RP and are the band-aid "fix it" personnel for classroom disruptions and lack of strong T/S relationships
Area of Critical Need 5	Parent Partnerships

Root Cause 5	the school does not often tailor the parent outreach/engagement to the needs and wants of the parent community
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Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate When students and parents have strong relationships with the school, attendance goes up. This metric connects closely to Restorative Approaches to Discipline, and Parent/Community Partnerships, but truly has connections to all priorities.	Overall		80.00	82.00
	Students with IEPs		77.00	79.00
Vision: College Readiness SAT We want students to leave Richards prepared for college or other post-secondary opportunities. This metric is an indication of that.	Overall		15.00	21.00
Vision: 4 Year Graduation Rate simply put, this is a main end game of high school.	Overall		70.00	75.00
	Students with IEPs		50.00	55.00
SQRP: SAT Annual Growth Percentile-Reading This metric connects to our Powerful Instructional Practice (PIP) of Reading Apprenticeship and the TIA of advancing critical thinking skills.	Overall		20.00	30.00
(Blank)				

Required metrics (Highschool) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategy 1

If we do...	collaborate to create, implement, and review (via cycles of feedback) high quality curricular units that are: 1) grounded in culturally responsive pedagogy; 2) well aligned to a scope and sequence rooted in CCSS; and 3) connected to principles of creating independent learners (e.g. Ready for Rigor)
Then we see...	teacher implementation of higher quality units fostering stronger critical thinking and productive struggle (i.e. a stronger, more cohesive learning environment which students feel connected to)
which leads to...	student achievement increases in "B's or Better" and % of students meeting College Readiness benchmarks
Budget Description	professional development, instructional/SEL coaching supports, extended day funds, reduced teaching loads for teacher leadership work
Tags	
Action steps	<ul style="list-style-type: none"> (Not started) continue CRT & The Brain book study in PLCs Tags: (Not started) establish a common RCA unit plan rubric to use when assessing and giving feedback on unit plans Tags: (Not started) develop 1 exemplar unit as a sample for each core content area Tags:

Strategy 2

If we do...	work with teacher teams to lead continuous instructional improvement via the implementation of a Powerful Instructional Practice (PIP) connected to our Targeted Instructional Area (TIA)
Then we see...	teachers universally focused on advancing the critical thinking skills of all students

which leads to...	improved student outcomes in critical thinking skills
Budget Description	professional development, teacher extended day funds, reduced teaching loads for teacher leadership work, substitute teacher bucket, NCS partnership
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) Reading Apprenticeship (RA) training for all faculty <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) incorporate RA learning and collaboration into PLC roadmap for SY21 <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) implement quarterly learning walks focused on RA look-fors <p>Tags:</p>

Strategy 3

If we do...	create a school-wide balanced assessment system which effectively measures the depth and breadth of student learning and monitors student progress
Then we see...	common and consistent evidence of student learning and deficiencies
which leads to...	teachers implementing interventions to address gaps and monitor improvements
Budget Description	professional development, teacher extended day funds, reduced teaching loads for teacher leaders
Tags	
Action steps	<ul style="list-style-type: none"> • (Not started) create SY21 grading protocol committee <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) design and implement a EOY SY21 baseline assessment that can be used to measure students critical thinking skills (TIA focused) <p>Tags:</p>

Strategy 4

If we do...	If we develop, train, and support teachers to implement Restorative Practices (RP) in the classroom environment, in concert with equitable and culturally relevant curriculum
Then we see...	stronger school-wide culture and increased teacher capacity to: 1) lead equitable and culturally responsive teaching practices and student centered instruction; and 2) foster healthy student-teacher relationships
which leads to...	improvements with 5Essentials ratings related to student/teacher relational trust; increased attendance; decreased misconducts generating from the classroom environment
Budget Description	SEL/RP coaching, RP personnel, professional development, SEL services, extended day funds and substitute teacher bucket
Tags	
Action steps	

Strategy 5

If we do...	create a welcoming environment where parents and families feel empowered and inspired to actively partner with the school
Then we see...	an increase in parent involvement and participation
which leads to...	increased attendance and decreased misconduct, increased course performance, and increased post-secondary outcomes
Budget Description	parent/community engagement personnel, professional development, advertising/recruitment/marketing,
Tags	
Action steps	

Action Plan

Strategy 1

continue CRT & The Brain book study in PLCs

Aug 31, 2020 to Jun 18, 2021 - ILT

establish a common RCA unit plan rubric to use when assessing and giving feedback on unit plans

Jul 01, 2020 to Oct 30, 2020 - ILT

develop 1 exemplar unit as a sample for each core content area

Jul 01, 2020 to Oct 30, 2020 - selected Teachers

Strategy 2

Reading Apprenticeship (RA) training for all faculty

Aug 17, 2020 to Aug 31, 2020 - ILT

incorporate RA learning and collaboration into PLC roadmap for SY21

Aug 31, 2020 to Jun 18, 2021 - ILT

implement quarterly learning walks focused on RA look-fors

Oct 01, 2020 to May 31, 2021 -

Strategy 3

create SY21 grading protocol committee

May 01, 2020 to Jun 30, 2020 - PPC/PPLC, ILT

design and implement a EOY SY21 baseline assessment that can be used to measure students critical thinking skills (TIA focused)

Apr 15, 2021 to May 31, 2021 -

Strategy 4

Strategy 5

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.

Staff engaged in self-assessment of the School Excellence Framework (SEF) in January, 2020. ChangeMakers (Student Voice Committee) engaged in a modified exercise in March, 2020. Student attendance and academic performance (PSAT, SAT) were utilized in identifying needs, root cause analysis, and creating goals.

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

CIWP priorities are focused on curriculum, instruction, and assessment--the heart of school improvement. Priorities and goals seek to address the needs of all groups of students, noting additional supports and needs of Diverse Learners (DL) and English Learners (EL)

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.

CIWP priorities of curriculum and instruction have a heavy emphasis on culturally responsive pedagogy and teaching, Reading Apprenticeship (RA)--an evidenced based approach, and also Social-Emotional Learning (SEL) and Restorative Practices (RP) necessary to create conditions for productive learning environments.

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).

See goals section for more information.

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

Richards participates with the Opportunity Schools program in CPS which provides teacher recruitment and retention supports.

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.

Teacher PLCs meet weekly and incorporate learning on Reading Apprenticeship (RA), culturally responsive teaching, Restorative Practices, examining unit plans, student work, and conduct quarterly

learning walks. School Improvement Days are held at the beginning of each school year, and also quarterly. School Improvement Days are organized around CIWP priorities and SQRP goals.

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

Parent engagement is a CIWP priority and a focus of the Sustainable Community Schools (SCS) initiative of which Richards is part of. The Parent Engagement Coordinator will create and implement ongoing programming to support parent needs and helping parents support their students academic, personal, and post-secondary goals and needs.

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.

N/A

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.

Richards follows the CPS/CTU guidelines for the development of and informal voting on an annual assessment plan.

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.

Interventions as identified by grade level teams; usage of co-teachers to provide additional supports to struggling students; teacher leaders conducting push-in or pull-out with students; additional tutoring supports for EL students

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.

Richards will follow guidelines as outlined in various initiatives and ensure that students and families have access to all services and programs. Ongoing review of staffing and budgets will occur to ensure that funds and personnel are allocated appropriately and expenditures are pacing throughout the school year.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations,

such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parent review of the CIWP will be accomplished via: 1) Local School Council (LSC) meetings; 2) Parent Advisory Council (PAC) meetings; 3) Bilingual Advisory Committee (BAC) meetings; during quarterly State of the School (SoS) meetings; 5) utilization of Q1 and Q3 parent/teacher conference and report card pick-up events; 6) leveraging any parent engagement events and/or providing parents with CIWP information/updates during un-related school meetings or events.

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

The SY21 organizational meeting for the Bilingual Advisory Council (BAC) and Parent Advisory Council (PAC) will be held in the fall of 2020. Once each organizational meeting occurs, a list of subsequent meeting dates will be developed and advertised with families (robo calls, letters home, social media, and attendance incentives for participation in meetings/events). The school will leverage the on-site Parent University resources to increase parent involvement in both BAC and PAC. The Parent Engagement Specialist from the SustainableCommunity Schools (SCS) grant will lead the school's parent engagement efforts.

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 and family members may utilize above stated BAC and PAC meetings to formulate suggestions and participate in decisions about the education of their children. Parents and family members may also submit suggestions in writing or via an in-person meeting with the principal that can be scheduled through the administrative assistant in the main office.

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.

Applicable assessment reports will be available for distribution to parent/guardians during Q1 and Q3 parent/teacher conferences and report card pick-up. Parents can access student performance via Aspen Parent Portal at any time, and may also review BAG reports from the school on a bi-weekly basis.

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.

The school will send a letter via US mail to notify parents if/when this situation occurs.

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.

The school will use parent-teacher conferences, parent conferences, and informational sessions in Parent University to inform parents how to monitor their student's progress. The school will promote and increase the volume of parents using the CPS Parent Portal to access grades and academic progress.

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 BAC and PAC will be utilized to provide on-going workshops designed to educate parents on how to support improving their child's academic performance.

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

The Parent Engagement Specialist will be responsible for ongoing communication, promotion, and education with parents regarding partnering with the school for their child's education. The on-site Parent University resource will be leveraged to design and implement workshops and events to support this effort.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The school will connect with the on-site Parent University, as applicable, to implement or support such activities. Parent Engagement Coordinator via Sustainable Community Schools (SCS) will lead parent programming for the school.

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.

All communication that is sent home to families or emailed to parents is translated to Spanish. Information related to the school is available on the school's website, and via social media. The school routinely conducts robo-calls in both English and Spanish. Flyers and information are periodically distributed to parents during student dismissal.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

School Vision: 1) make Richards a viable, thriving, sought-after neighborhood high school; 2) create a community of shared leadership for collectively setting the school's path moving forward
A new mission statement is needed for the school; a previous mission statement for the school is as follows:

The mission of Richards Career Academy is to provide our students a rigorous, standards based, college and career focused education, combined with exemplary character development to foster academic achievement, preparation for post-secondary education, and to lay the foundation for life-long success.

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.

Q1 and Q3 parent/teacher conferences are held according to the CPS school calendar. Parent/teacher conference are also scheduled on an ongoing basis as needed based on academic or behavior issues and concerns.

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

Behavior Attendance Grades (BAG) reports are generated bi-weekly. Parents may always check student progress by signing up for Parent Portal in Aspen.

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

Parents may access teachers by making appointments during the teacher prep period. Parents may contact the teacher directly via phone or email to schedule. On occasion the main office personnel or admin may schedule parent conferences on behalf of teachers.

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.

Parent University programming, hosting events for students (Las Posadas, FOT celebrations), assisting with student recruitment and community relations events

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

Parents are encouraged to ensure that their child is in school every day, on time, and that they remain in school all day. Parents are discouraged from initiating early dismissals for students. Via PAC, BAC, and Parent University programming--parents will be provided support with understanding high school curriculum and ways to support at home with academic improvements. Parents are also included in post-secondary planning via Senior Parent Nights, FAFSA workshops, and Decision Day.

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

Parents are encouraged to join the Parent Advisory Council (PAC) and Bilingual Advisory Council (BAC) to leverage opportunities to consult with the school regarding the education of their children.

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 should focus on their BAG report performance, continuously reflecting and setting short and long term goals for success in high school and beyond.

Parent Budget (Complete)

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

Goals, timeline and topics to be determined once the SY21 PAC is organized.

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

Account(s)

Description**Allocation**

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1281.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$427.00
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 be used only by parents.	\$0.00