William H Ryder Math & Science Specialty ES 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/28/2020	CWP Team	Participation Goal Setting

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

- 4 - 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**: Ryder's Administration initially set the direction and created a sense of purpose by building consensus on implementing a shared vision. Ryder's Vision and Mission was designed to help every stakeholder understand the relationship between the school's vision and its initiatives and priorities. Ryder?s Mission was to employ best practices and data to educate neighborhood students. Ryder will focus on arming to develop students with critical thinking skills, provide rigorous instruction and inquiry based learning opportunities and a supportive culture and climate resulting in promoting scholars that will think globally to lead the world. Ryder ES has a high 29% Special education population. The school has multiple teams scheduled to meet throughout the year to provide an inclusive, equitable setting that demonstrates every child's success. Instructionally, Ryder's Problem of Practice has been rigor. ILT has devised a plan to ensure every classroom provides lesson ALIGNMENT, RIGOROUS ACTIVITIES, AND VALID/RELIABLE ASSESSMENT. This direction is summarized in Ryder's Instructional acronym: AAA (Alignment, Activity, and Assessment). Weekly grade-level meetings focus exclusively on specific instructional practices and particular students. Team leaders provide direction and "Best Practices" on acquiring skills. Ryder's ILT or Instructional Leadership Team meets twice a month to review data, upcoming events, problem of practice updates, ongoing assessments and what information to take back to teachers during grade level meetings. ILT is focused on improving the school's overall teaching practices to benefit not only staff and students, but our instructional framework as well. Lastly, MTSS Team or Multi Tiered Systems of Support Team meets monthly to review students? data, provide Tiered Support Plans and intervention schedules in support of students? academic growth. All of Ryder's Teams and organizations are scheduled and structured to ensure that the school's identity, vision, and mission drives our school decisions, and creates and sustains a coherent instructional program that is coordinated and consistent with learning goals. Ryder's four-year school-wide focus is a 4C approach: Create, Collaborate, Communicate, and Consult.

- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 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
  - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Ryder staff and students will continue to engage in ongoing inquiry (e.g., continuous improvement cycles) as a basis for improvement of the school, staff, and students. Ryder?s CIWP Team will continue to meet quarterly, during School-Improvement Days, and on report card pickup days to review, restructure, and revise school and classroom practices. Meetings will continue to follow protocols to gather, disaggregate, and use relevant data to consider root causes and rectify problems and challenges systematically. We are determined to eliminate every obstacle that hinders staff and student performance. Administrators and ILT must be vigilant in performing instructional rounds, collaborative peer walkthroughs, and teacher observations. Ryder 's NTA/LEAP must begin to model ambitious Personal Learning Strategies and ensure these practices are provided to all teachers using the CPS Framework for Teaching to ground guidance and coaching. Administrators must continue to conduct frequent non-REACH observations (Pop-Ins) to provide coaching and actionable feedback to priority teachers.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: Ryder's Curriculum relies heavily on the Network 11 Scope and Sequence and NWEA Learning Continuum. Ryder's staff wants students not just to know and understand the lessons, but teachers want the students to apply the lessons to life. Instruction is summarized with the Problem of Practice, increasing rigor in every classroom. Teachers understand that increasing rigor starts with unpacking and aligning CCSS., adding rigorous profound lessons and reliable,

valid assessment options. Guide for Curriculum - Ryder aligns units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons so units can be adequately addressed in the time available. Instructional teams examine formative data to determine mastery and pace. We discuss how much time it takes to adequately address the essential elements and the viability of documents that articulate essential content and timing of delivery (e.g., pacing guides, curriculum maps). Administrators 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. Teams collaborate to Identify the essential perceptions ? what students should learn in greater depth. In other words, 'covering everything, but learning nothing' does not work. Ryder exposes and extends opportunities for all students to grade-appropriate levels of text complexity in all types of texts, including informational in all content areas. Language goals that are separate from and support content goals are articulated. Literacy - reading, writing, and speaking are essential 'learning tools' across the Curriculum (disciplinary literacy). Engagement of all learners occurs in content areas by fully integrating opportunities for learning, including diverse learners, to demonstrate core knowledge and skills. English Learners develop academic language to demonstrate mastery, use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency. Teachers understand research and implement programs to develop native language literacy for English learners and advanced learners to extend core knowledge and skills. Academic and social-emotional learning is also implemented. Teachers encourage students to make connections to the real world by authentic application of learning. For example, teachers provide opportunities for meaningful project-based learning, and integrate field-based learning through partnerships with city institutions (e.g., museums), colleges, universities, and community-based organizations. The Curriculum is culturally relevant and provides opportunities to explore and celebrate students' communities, culture, history, and language. The Curriculum is tailored to the strengths, needs, and interests of each student.

- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: Ryder has created a culture that reflects high expectations for all students and enables practice and perseverance for each student. Ryder's staff consistently encourages students to recognize the value of their learning by relating instructional lessons to real-life circumstances and professions. Every quarter, teachers must identify an Inquiry project, capstone, or research lesson for students. The purpose of these assignments is to boost students' sense of

exploration and cultivate student's curiosity, resilience, and understanding. Teachers will use HOTS for Higher Order Thinking questions to create a rigorous environment where students take responsibility for their learning and present high-quality work. The teacher employs Quarterly BAG Reports. BAGS or Behavior Academic and Grades reports engage students and parents in learning how to set goals. BAG conversations foster student ownership and initiate improvement so students can set academic and personal goals. Ryder's teachers have developed STEM Questioning cards for students and practice Socratic questioning in every classroom. STEM cards use questioning to start and direct discussions to ensure students understanding. Socratic questioning is a form of disciplined examination that can be used to pursue thought in many directions and for many purposes, including the exploration of complex ideas, researching solutions for issues and problems, uncovering assumptions, analyzing concepts, and distinguishing what we know from what we think we know. Every classroom has a Depth of Knowledge chart to assist students and staff with higher-level thinking and meta-cognition, providing students with opportunities to take on multiple perspectives, construct new ideas, and engage in respectful discourse with their teachers and peers. Teachers use an AAA (Alignment, Activity, Assessment) approach to plan instruction. Alignment - Teachers ensure that instruction in properly aligned to the standards being taught and the goals to be met. Activity - Teachers ensure that activities are rigorous by creating activities that are inquiry based, student centered, collaborative and incorporates higher order questioning. By employing the AAA approach, teachers plan lessons and assignments that are cognitively challenging for individual students and require students to provide evidence of their reasoning. Teachers provide students with frequent, informative feedback.Teachers must tell/show students what they have done well (through positive reinforcement) and what they need to do to improve. Teachers will transition from weekly lesson plans to unit plans. Each unit plan have a reflection section in teachers can analyze all forms of data collected in order to adjust instruction, so student misunderstandings can address or advanced needs can be successfully planned. Teacher reflections will provide a space where teachers can regularly monitor students' academic progress, incorporate multi-modal learning activities and use progress monitoring data to trace effectiveness of interventions.

- 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
  - 3 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
  - 3 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
  - 2 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
  - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs

- o 2 Improve and promote assessment literacy
- o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: At the beginning of September, Ryder's ILT, discussed and monitored the effect of teaching on student learning, integrated formative assessment into instruction, and intervention of individual students. Ryder's ILT then decides on grading weights, audits, values, and monitors On-Track rates throughout the year. Teachers are encouraged to use multiple measures (i.e., a range of assessment types and at various points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning. MTSS, ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitor improvement for students within all tiers. We make assessments accessible to students, including diverse learners, through employing features of universal design and use of accommodations and, where needed, modifications. Ryder teachers have access to and analyze school-wide data through CPS NWEA, REACH Performance tasks, and Dibels and TRC. Ryder's Administration hosts monthly Grade-Book Audits to review each teacher's grading system and practices. Gradebook audits allow teachers to present their grade books, accurately, and collaboratively to administrators in real-time. This audit ensures grading consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, evaluations, learning experiences, content areas, and ensures grades are not used as a form of punishment, control, or compliance.
- • 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)

- o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 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)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Ryder has and will continue to build the capacity of teacher teams to lead cycles of learning and problem solving, focusing on student learning data and student work. Instructional Leadership Teams, Grade Level Teams, MTSS, New Teachers Academy, follow a strict schedule designed around NWEA. Teams structure time for teacher teams to create new plans, collaborate with peers, communicate with parents, and consult with administrators. Teams will view current projects weekly, bi-weekly, monthly, quarterly, or by semester depending on the team. During meetings, teams are expected to create "Big Systems of

Thinking and Productivity" and provide feedback and artifacts like action plans after the meeting. Ryder has designed a RACI Matrix to identify areas of responsibility, accountability, consultation, and information to ensure items and information are transparent and distributed. Teachers participate in and facilitate meetings using the MTSS Problem Solving Process, Grade Levels use LASW, or Look At Students' Work. LASW allows GLT to analyze student work samples as part of professional learning to best support students' attainment of quality work and standards with formative assessments. The Instructional Leadership Team includes the department chairs; these teacher leaders use Data Analysis and Tuning Protocols to ensure clear direction and efficiency. Specifically, designed professional learning Communities (PLC) like Principal Scholars, Writing Club, and After-School Matters support Ryder's school-wide improvement goals. All of these teams use data to identify performance and practice gaps to inform a PL plan (e.g., coaching, peer learning opportunities, action research, etc.) that includes both whole-staff and personalized professional growth goals to meet teachers' specific areas of need. Ryder's Administration implemented classroom configuration criteria as a Non-negotiable action early in Sept. Every week, administrators enter classrooms to ensure lesson designs are implemented, school day schedules are posted, and students are provided reliable, valid instruction. Schedules, goals, objectives, and agendas must be posted to ensure all CPS Instructional Time Guidelines maximize instructional time and academic-engagement. Ryder will and have Aligned the budget to the CIWP priorities and the mission of the school. Ryder's administration has prioritized instruction, curriculum, and culture and climate. We have invested in two computer labs, math, and reading programs like Elevate, Achieve300, Dreambox Math, Moby Max, and LEAD180, to support students' instructional needs and improve teachers? practice. Strategically, Ryder's Administration and a panel of teachers have a collaborative hiring process with clear selection criteria to identify and select the best available candidates. Ryder's Administration has actively built a pool of potential staff members for particularly challenging to fill positions, especially in special education. These efforts have resulted in additional teachers and teacher assistants to fill a long time vacant position that resulted in the lower populated classrooms. For the first time, Ryder has hired a Director of Student Affairs to improve our school's culture and climate. 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 - Transitions, College & Career Access, & Persistence
  o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  o 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
  o **Evidence**: Transition is structured at Ryder. Students are escorted and must remain at a level zero Security officers are uniformed and follow a strict schedule. Ryder?s counselor and administrators collaborate to spearheads the college to career movement. Counselors are responsible for guest speakers, college conversations, high school visits and career days. Ryder?s entire staff ensures equitable access to college preparatory curriculum. Ryder?s counselor and the social-worker provide direct assistance to all students and families through every

stage of the high school selection, application and entry process and transition to high school including, but not limited to academic planning/advising to assist with financial support.

Quality and Character of School Life

- 4 - Relational Trust
  - o 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)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Ryder has an assigned Student Voice Committee teacher and an elected SVC student body that oversees and encourages respectful and supportive student-student interactions, with healthy norms for responsible behavior, to promote a sense of belonging to the school and the classroom community. In Middle School, Ryders Teachers and Administrators hold Hall Talks. Hall Talks have intentionally created opportunities for students to socialize, build positive relationships. Ryders SVC and Director of Student Services practice RESTORATIVE PRACTICES to resolve conflicts peacefully in both the classroom and during unstructured time (e.g., lunch, recess, etc.). The teacher also initiated Recess Reading and Lunchtime Tutoring to foster a supportive, caring, and respectful staff-student interactions and to clarify expectations with challenged students. Ryder has always embraced a $C Approach to workplace dedication. Collegial, Communicate, Collaborate, and Consult one another to improve personal and professional practices. Administrators use many strategies, but belief in respecting all staff as professionals and praising in public and reprimanding in private.
- 3 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: Improving the relationship with students, building leadership and community involvement are priorities. Student Voice, Engagement, and Civic Life is an integral part of students' education. Ryder has started a student Voice Committee as well as an After School/Saturday School Out Reach Program.
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)

- o **Evidence**: Ryder basically follows the CPS SCC. We have been proactive in using Restorative Justice and providing a relationship with students to decrease infractions. Our school partners with organizations to support students move towards positive behavior, empathy, trust, and citizenship.

- 4 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: ILT discussed supportive and equitable approaches to discipline. Hiring a director of student affairs and continuing Saturday School and Restorative Justice practices were identified as non-negotiable items.

- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**: Ryder's PAC meets every 3rd Thursday of the month for 2 hours. The PAC plans fundraisers, they ensure active involvement of all parents of Title I participating children and they support the partnership between other school community stakeholders (school administration and staff, Parent Association and School Leadership Team). They involve parents of Title I participating students in an organized and timely manner with the planning, review, and implementation of Title I programs and the joint development of the school parental involvement policy and the school-parent compact. Ryder's PAC hosts a recruitment night on report card pick-up to recruit parents of Title I participating students for involvement in professional development. Ultimately, PAC provides information to parents of Title I participating students regarding Title I issues, and in consultation with other parents to bring questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration and other school community stakeholders.

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

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: National School Attainment Percentile - Math (Grade 2) 2nd grade Math was at the 65th percentile which is below the national average. When in first grade, students were below in Dibels and TRC due to teacher absence. Students will increase by 5% each year in order to meet our yearly goals.	African American		70.00	75.00
	Students with IEPs		70.00	75.00
SQRP: National School Attainment Percentile - Reading (Grade 2) 2nd grade Reading was at the 62nd percentile which is below the national average. When in first grade, progress monitoring and bi-weekly interim assessment given by administration were below average. This was due to teacher absence and student low student attendance. Students will increase a combined total of 13% in order to reach our yearly goals.	African American		70.00	75.00
	Students with IEPs		70.00	75.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) The overall growth for grades 3-8 was in the 42nd percentile which is well below our projected goal of 70%. The root causes were teachers on leaves of absence and high transition rate. Students will meet and exceed target growth goals in order to meet the goals set by the school.	African American		70.00	75.00
	Students with IEPs		70.00	75.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Although our overall growth was at the 76th percentile, our intermediate combined was below 30%. This was due to several teachers being on leave. Students will meet and exceed target growth goals in order to meet the goals set by the school.	African American		70.00	75.00
	Students with IEPs		70.00	75.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8)	African American		70.00	75.00
	Students with IEPs		70.00	75.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
The overall attainment in Reading was at the 58th percentile. This is below our school's goal. Students will increase attainment by 5%.				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Overall for the 2019 School year My School, My Voice survey fell in 2019. Ryder will improve my school, my voice rating from Neutral to Highly Effective in the area of effective leadership. For the 2020 school year, Ryder will improve my school my voice five essential surveys neutral to well organized in the area of effective leadership. Ryder will improve teacher participation from 77.8 to 90% for 2020 SY. Student participation will improve from 91.2% to 95% on My School, My Voice Survey.				80.00	85.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	improve our school's instructional planning and aligning our unit lesson to the CCSS using UBD and LEAD180 Practices this our school's first A in the AAA: Alignment, Activities, and Assessment Focus
Then we see...	teachers with a deep per knowledge of lesson planning to produce rigorous lessons and students will be introduced to common core standard lesson and higher thinking strategies
which leads to...	more exposure to rigorous assignments and higher scores on NWEA scores in reading and math.

Budget Description	Unlike in the past, Ryder's CIWP Team has participated in LEAD180, and Understanding by Design Curriculum Sessions. Ryder has purchased the LEAD180 Curriculum Tool Box and began developing Unit Plans for the 2020 SY. New lesson plans will be expected to Streamline the UBD and LEAD180 template to promote clarity and ease of use. (Make your work easier.) Increase uniformity in the format/ syntax of our maps for teachers. (Make the charts clearer.) Finally, increase teacher and students' creativity, richness, texture, liveliness with providing a vivid, specific description of activities/assessments and attachments that align to data like NWEA, REACH, and Networks Scope and Sequence. This curriculum initiative will lead to improved teacher REACH Observations, at least a 10% increase in students' NWEA scores in math and reading.
Tags	CIDL: Curriculum
Action steps	(Completed) Teachers receive professional development on unpacking standards in quarter 1. Tags:#administrative (Behind) Rigorous Activities for students, teachers, and students project-based learning, accountable talk and Socratic questioning Tags:#academicachievement (Behind) Peer and Administrative monitoring. Administrators will review and provide weekly feedback to teachers regarding their NEW LEAD180 Curriculum and lessons. ILT will perform Quarterly Instructional Rounds specifically to identify teachers' lessons, activity and assessment alignment. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

Strategy 2

If we do...	Rigorous Professional development like LEAP to fulfill our second school focus: rigorous classroom Avitities (Ryder's second "A" in our AAA Focus) will improve and strengthen the culture
Then we see...	teachers implementing stronger instructional strategies to improve the transition of students from knowing concepts and ideas to understanding concepts and ideas
which leads to...	higher teacher instructional practice and greater student conceptual understanding in math and reading problems which will eventually lead to increased NWEA Reading and Math Scores by 10% by EOY.
Budget Description	Through Distributive Leadership Practices and consistent collaboration, communication, and consultation, school leaders will discuss and real-life problems within our school and use data to find solutions to those problems. Ultimately, our goal is to transform teachers into high-achieving school leaders. In order to improve teacher practice and student achievement, we must budget for Instructional coaches, Casemagement,and a Student Advocate (Dean) assignments. Teachers must implement our Greet, Meet and Seek

	personal learning classroom strategies on-the-ground and Our School-Wide AAA (Alignment, Activity, and Assessment) techniques to help transform our school from good to great. We must assign the right teachers in the right settings.
Tags	Instruction, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	• (Behind) Specifically, By Sept. SY 2020, Ryder will begin planning and professional development practices during the month of June 2020 SY, ILT/CIWP Teams will utilize LEAD180 to design rigorous, robust curricula and embedded peer observation actions for the 1- school quarters. Tags:Leadership for Continuous Improvement, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Distributed Leadership

Strategy 3

If we do...	Prioritize Instructional support for teachers and students through our MTSS Program. We believe improved professional practices like PD and Network11 Summits then students will have a greater understanding and appreciation for learning/understanding will support student and teacher development.
Then we see...	teachers participating in additional professional development, accurately identify students' deficit through data which is Ryder's third "A" in our school's AAA focus will increase teacher confidence and peer create reliable and valid assessment strategies for students
which leads to...	improved student and teacher culture where learning can thrive and teachers will use data more to support students thus increasing the number of proficient teachers from 60% to 70% by the EOY 2021 REACH Observation Period.
Budget Description	Ryder has created a Ryder teacher?s Academy and partnership Program with LEAP (Personalized Learning). Several of our veteran LEAP Teachers have enrolled in post-graduate studies at Erickson Institute, University of Illinois and other schools of learning. Ryder?s teacher Academy and additional professional development will meet with struggling teachers for 4 hours every month specifically to address personalized learning, lesson design, classroom management, and rigorous instruction. Ryder's Academy and additional professional development will lead to increase teacher confidence and peer partnerships which will improve the number of proficient teachers to 60% by the EOY 2021 REACH Observation Period.
Tags	Leadership for Continuous Improvement, CBE: Extended Learning, CBE: Supports, Interventions, or Extensions, ODLSS: Instructional Quality, Personalized Learning: Authentic Learning
Action steps	• (Behind) Ryder has created a Ryder teacher?s Academy and partnership Program like LEAP (Personalized Learning). Several of Ryder's veteran teachers have enrolled in post-graduate studies at Erickson Institute, University of Illinois and other schools of learning. Ryder?s teacher Academy and additional professional

	development will increase teacher confidence and peer partnerships which will improve the number of proficient teachers to 60% by the EOY 2021 REACH Observation Period. Tags:Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership

Strategy 4

If we do...	a NEW more robust MTSS Program.
Then we see...	customized Learning units for Tiered students and additional opportunities for students to understand concepts and apply them outside of the classroom setting.
which leads to...	Ryder?s new MTSS Program strategically increasing the number of students needing additional support by 10% and increase Ryder?s overall NWEA Growth Performance for the 2021 SY to 70%.
Budget Description	Ryder will create an MTSS Team room with 2 computers and in conjunction with the ILBS1 Resources pay from 115 Budget. MTSS meets Bi-weekly lead by MTSS Lead.
Tags	Equity: Resource Equity, MTSS: Curriculum & Instruction
Action steps	• (Not started) MTSS Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring

Action Plan

Strategy 1

Completed Nov 18, 2020

Teachers receive professional development on unpacking standards in quarter 1.

Jun 29, 2020 to Jun 29, 2020 - Ryder ILT

Behind Nov 18, 2020

Rigorous Activities for students, teachers, and students project-based learning, accountable talk and Socratic questioning

Jun 29, 2020 to Jul 29, 2020 - Ryder Teahers

Behind Nov 18, 2020

Peer and Administrative monitoring. Administrators will review and provide weekly feedback to teachers regarding their NEW LEAD180 Curriculum and lessons. ILT will perform Quarterly Instructional Rounds specifically to identify teachers' lessons, activity and assessment alignment.

Jun 29, 2020 to Sep 30, 2020 - ILT , AP and Principal

Strategy 2

Behind Nov 18, 2020

Specifically, By Sept. SY 2020, Ryder will begin planning and professional development practices during the month of June 2020 SY, ILT/CIWP Teams will utilize LEAD180 to design rigorous, robust curricula and embedded peer observation actions for the 1- school quarters.

Jun 30, 2020 to Jan 31, 2021 - Administration ILT and CIWP Team

Strategy 3

Behind Nov 18, 2020

Ryder has created a Ryder teacher?s Academy and partnership Program like LEAP (Personalized Learning). Several of Ryder's veteran teachers have enrolled in post-graduate studies at Erickson Institute, University of Illinois and other schools of learning. Ryder?s teacher Academy and additional professional development will increase teacher confidence and peer partnerships which will improve the number of proficient teachers to 60% by the EOY 2021 REACH Observation Period.

Jun 29, 2020 to Jun 29, 2020 - ILT

Strategy 4

MTSS

Jun 29, 2020 to Jun 29, 2020 - MTSS CIWP ILT Administration

Fund Compliance

ESSA Program

[ ]

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards. (Blank)
Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement. (Blank)
Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations. (Blank)
Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods). (Blank)
Please describe the strategies used at your school to attract high-quality, highly-qualified teachers. (Blank)
High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards. (Blank)
Strategies to increase parent involvement, such as family literacy services. (Blank)
Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings. (Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program. (Blank)
Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. (Blank)
Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished. (Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished. Ryder ES has and will continue to involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parent and family engagement plan and policy, and in the process of school review and improvement. Ryder holds the beginning of the year Title1 Meeting, weekly PAC Meetings, and Semesterly Town Hall Meetings.

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

Ryder ES has and will continue to involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parent and family engagement plan and policy, and in the process of school review and improvement. Ryder holds the beginning of the year Title1 Meeting, weekly PAC Meetings, and Semesterly Town Hall Meetings. Ryder projected Title I Annual Meeting and Title I PAC Organizational Meeting are during the last week in Sept. and the first week in Oct.

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.

Ryder staff and administrators will respond to any suggestions of parents and family members through opportunities like Ryder's monthly regularly scheduled PAC meetings and PTA.

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

Parents will be presented with quarterly progress reports and report cards pick-up night. During these events parents be provided a report of their child's performance on the state assessment in at least math, language arts and reading.

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.

Ryder's administration will post on its website, the class, and the grade -level of any teacher not highly qualified. students will be provided a 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.

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.

Ryder's staff and administrator's 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 during parent night.

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.

During PAC Meetings and Saturday School sessions, Ryder 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.

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.

Ryder administration 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 quarterly during BOY Orientation, MOY data talks and EOY BAG Talks.

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.

Ryder 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 by coordinating with CPS and state officials on a quarterly basis.

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.

Ryder ES will ensure that information related to the school and parent and family programs, meetings, and other activities are sent to parents in understandable and uniform formats, including language through the Ryder website, Ryder Robocall, Ryder Marquee, parent conference, parent portal, and BackPack letters.

Policy Implementation Activities

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

[X] **<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>**

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

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

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

Our mission is to provide rigorous data-driven instruction to every student regardless of ability. We want to promote the physical, social, emotional and academic development of students and prepare them to become successful scholars, leaders and responsible members of society. The pillars of our learning community are academic excellence, leadership development, and social responsibility. We offer a rigorous, engaging curriculum that is aligned with Common Core State Standards, National Learning Standards and Illinois Learning Standards. Instruction, learning materials, and assessments are differentiated to meet students? unique, individual needs. We approach education from a holistic perspective and offer a vast array of programs, services, resources and supports to address every element that has the potential to impact a student?s ability to excel in school. Every student has numerous opportunities to develop leadership skills. All students are given civic responsibilities and are expected to exhibit good character.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Ryder will hold Titel1 Meetings, PAC Meetings, Report Card Pick-up Conference, Accountability Conference and BAG Report Talks throughout the school year.

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

Reportcard pick day twice a year in October and June.
Progress Reports four times throughout the year Oct. Jan. April and June.

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

Ryder provides parents access to staff by appointment, telephone and event conferences.

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.

To receive an opportunity to volunteer and participate in their children's classes parents must complete the CPS Volunteer Application and receive approval..

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

Ryder parents will support their children's learning monitoring Parent Portal, encouraging and engaging in their child homework through HOMEwork Line and Last, using Chicago libraries tutoring sessions.

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 will participate in decisions relating to the education of their children through PAC Meetings, Administrative Conferences, CIWP Meetings, IEP Meetings, and Event Conferences.

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).

Ryder's student will assure academic achievement with good attendance, positive attitude, class preparation, classroom participation, 100% engagement and the use of Ryder digital technology programs.

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 student academic achievement through parental and family engagement involvement, parents will enroll in educational classes and professional development. Parents will purchase and use software programs to enhance learning. Specific goals, increase parent participation by 10% EOY. Quarterly educational talks from CPS qualified vendors.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$200.00

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)	$423.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$1000.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00