

Martha Ruggles Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Tonya Weatherly	Principal	tiwilliams@cps.edu	Has access
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Christopher Rohwedder	Dean	csrohwedder@cps.edu	Has access
Kelly Whitehead	Teacher	kawwhitehead@cps.edu	Has access
Alexis Curington	Teacher	adcurington@cps.edu	Has access
Jermaine Hardy	Parent		No Access
Cynthia Jones	Parent		No Access

Team Meetings

Date	Participants	Topic
01/14/2020	Weatherly, Williams, Farmer, Curington, Rohwedder,	SEF Ratings
04/29/2020	Weatherly, Williams, Curington, Farmer, Whitehead, Rohwedder	Areas of Focus Re-visit
05/05/2020	Weatherly, Williams, Curington, Farmer, Whitehead, Rohwedder	Theory of Action for MTSS

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 3 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Message will be shared via grade level, weekly meetings, ILT meetings
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 1 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)
 - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Incorporate Admin Team to hire strong candidates. Utilize the ILT Team to provide professional development to teacher on a continuous basis.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards

- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 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:** Teachers are receiving professional development in the areas of small group instruction to tailor instructional needs for each student, balanced literacy, and independent reading .
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 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:** Emphasis on the belief that all students can learn regardless of their background, task are aligned to the mastery of standards.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Gradebook audits performed bi-weekly, multiple assessments are offered to assess standard. Progress monitoring is conducted bi weekly and at the end of an assessment period.
- 3 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 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)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS ratings are completed by MTSS team, Calm Classroom is implemented daily, MTSS lead attends monthly training and brings PD back to the school. MTSS outcomes are
- 3 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** School hosts positive image day, parents are provided with resources to support students beyond elementary school during PAC training, students explore college and career options through Naviance, and with outside partners.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** SEL Training, Climate and culture incentives, restorative conversations,
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)

- 2 Exercise student voice (REQUIRED: OSEL)
- 3 Authentically interact with community and civic leaders
- 3 Engage with their community
- 3 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture
- **Evidence:** Incorporated outside partners to work with students regarding body empowerment, Incorporates real world issues into the curriculum that spark discourse, will provide opportunities for students to volunteer and take an active seat in community affairs.
- 4 - 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)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Behavior expectations are posted throughout the hallway, expectations are repeated to the staff and students regarding safety procedures and protocol, Climate and culture team meets every month to analyze SEL practices and make any necessary changes.
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Clear procedures for reporting and responding to concerns are shared with the staff via bulletin and employee handbook. Security does multiple checks throughout the day, all adults intervene when situations arise with students.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English

- 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:** Parent handbook, PAC trainings held every month, Parent newsletters home, partnerships with outside partners (The Support Group and District Initiatives), parent and community events held throughout the year.

School Excellence Framework Priorities

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

Area of Critical Need 1	Positive growth on NWEA by students with IEPs (reading and math)
Root Cause 1	Lack of teacher training in for effective accommodations for LRE students in gen ed setting
Area of Critical Need 1	Equitable and effective SEL support for under served sub-group
Root Cause 2	Lack of services and resources for for students suffering from trauma
Area of Critical Need 3	Effective small group instruction to impact NWEA based on Learning Continuum
Root Cause 3	Start of data driven small group instruction isn't implemented at the very beginning- 1st 5 weeks of the school year.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Less than 50% of the students 3rd-8th are meeting or exceeding national average growth norms	Overall		53.00	58.00
	African American			
Vision: NWEA Growth G3-8 (Reading) IEP growth performance in math is outpacing growth performance in reading for the same reading subgroup.	Students with IEPs		35.00	40.00
	African American			
Vision: NWEA Growth G3-8 (Math) For grades 3rd-8th the growth performance is was below the 50th percentile.	Overall		45.00	55.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2 (Math) In order to close the attainment gap each year, students must leave 2nd grade at or above attainment. 2nd grade is the only grade where attainment is the metric vs growth and attainment.	Overall		50.00	54.00
Vision: NWEA Attainment G2 (Reading) In order to close the attainment gap each year, students must leave 2nd grade at or above attainment. 2nd grade is the only grade where attainment is the metric vs growth and attainment.	Overall		54.00	60.00

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey During the 2018-2019 school year, our status dropped from a well-organized school to a not yet organized. As a result, relational trust has been identified as a priority to address for SY 20-22.					

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...	Develop and provide professional development for a school-wide intervention protocol for effective MTSS implementation and progress monitoring.
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Then we see...	Teachers delivering high quality, rigorous, and targeted interventions focusing on academic, attendance, and SEL needs.
which leads to...	a 96% average daily attendance rate and 50% of all students making growth in reading and mathematics by the end of school year 2020 - 2021. 60% of all students making growth in reading and mathematics, 65% of all students meeting attainment goals in mathematics and 80% of students being on track by the end of the 2021-2022 school year.
Budget Description	Interventionist to be hired, Afterschool, Professional Development on MTSS entry and exit planning Bi-Weekly ILT Planning
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> • (Not started) Provide intervention tools with protocols in place for progress monitoring, which define entry/exit criteria, and identify specific blocks of time for structured MTSS implementation school wide Tags:MTSS • (Not started) Full implementation of SEL curriculum schoolwide. Provide professional development training to teachers and educational support personnel. Continuous accountability checks to ensure full school climate shift thru focus groups, surveys of staff and students. Tags:CBE: SEL Integration • (Not started) Create a schedule that is conducive to all on when the SEL curriculum is being taught by grade band/grade level. Include outside providers in the SEL implementation. Tags: • (Not started) Implement with fidelity Calm Classroom as part of the morning mantra. Tags:MTSS: Fidelity of Implementation • (Not started) Develop a school-wide Positive Behavior Intervention System, PBIS, with rewards. Utilize the support of parent groups to host bi-monthly Ruggles Rocket Provide training to all staff members (teachers, lunchroom, custodial staff, ESPs) on CHAMPS to ensure that everyone is able to celebrate students following our school wide expectations. Tags:MTSS, MTSS: Fidelity of Implementation

Strategy 2

If we do...	Implement a school-wide literacy and STEM curriculum, with professional development opportunities for teachers,
Then we see...	teachers executing differentiated, rigorous, student-based instruction focusing on small groups using RIT band and teacher developed formative assessments to guide instruction
which leads to...	50-80% increase in student engagement and discourse in the classroom, greater academic performance in the classroom resulting in a 5-10 percentile increase in growth and attainment in literacy and math on the NWEA assessment .
Budget Description	Professional Development, Summer and Afterschool Literacy and Math Educational Platforms, ie...IXL, Reading A-Z, Edgenuity, (Professional Development on how to use the platform for teachers) Access to Technology, Classroom Libraries
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks, Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Implement teacher development of vertically aligned grade level curriculum maps, unit plans, lesson plans, and assessments aligned to the CCSS during grade-level meetings and after-school PLC sessions. Tags:Instruction • (Not started) Purchase materials to support literacy and math curriculums, ie IXL, Study Island, Compass, Khan Academy. Tags:Literacy: Key Practice #5-Creating Content in a Digital Environment, Math: Equitable Access • (Not started) Monitor best practice of instruction and its results in the classroom, through formal, informal, and peer observations of teachers and give timely and adequate feedback. Tags:Instruction • (Not started) Create PLC's for teachers to collaborate and plan throughout the year, based on professional learning strategies and students' needs. Tags:Instruction • (Not started) Provide professional development mandated by the District and Network focusing on Tier 1 instruction for whole, small group, and differentiated settings. Also, provide PD to build the capacity of teachers to incorporate rigorous tasks during STEM instruction to improve math and science performance in the classroom. Tags:Personalized Learning: Tailored Learning/Differentiation, Science: Rigorous Tasks, STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks

Strategy 3

If we do...	Provide structured opportunities to build positive relationships and a sense of community among staff (i.e, plan community building circles during professional development time).
Then we see...	simple interactions between all stakeholders that can enhance collective capacities for more complex subsequent actions
which leads to...	increasing trust and fostering positive relationships between all stakeholders in the school by the end of year one, and move from "Not yet Developed to Well Developed" on the 5Essentials Survey.
Budget Description	Professional Development for Teachers Dean of Students Afterschool Community Partnerships
Tags	Relational Trust, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> • (Not started) Conduct face to face conversations with students and staff to address concerns and areas of strength and growth. Tags:Relational Trust • (Not started) Develop a shared leadership structure that allows staff to work together toward school improvement. Tags:MTSS: Shared Leadership • (Not started) Train and coach all staff on strategies for developing supportive relationships with students, while creating student voice. Tags:Student Voice, Engagement, and Civic Life • (Not started) Adults frequently acknowledge students for their positive contributions to the school community. Tags:OSEL: Supportive Classroom Environment • (Not started) Create a student peer jury for students to build positive relationships with peers and resolve conflicts peacefully. Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive Classroom Environment

Action Plan

Strategy 1

Provide intervention tools with protocols in place for progress monitoring, which define entry/exit criteria, and identify specific blocks of time for structured MTSS implementation school wide

Jul 01, 2020 to Jun 30, 2022 - MTSS Lead

Full implementation of SEL curriculum schoolwide. Provide professional development training to teachers and educational support personnel. Continuous accountability checks to ensure full school climate shift thru focus groups, surveys of staff and students.

Jul 01, 2020 to Jun 30, 2022 - , Dean of Students, Counselor,

Create a schedule that is conducive to all on when the SEL curriculum is being taught by grade band/grade level. Include outside providers in the SEL implementation.

Jul 01, 2020 to Sep 01, 2020 - Dean Counselor Admin

Implement with fidelity Calm Classroom as part of the morning mantra.

Sep 07, 2020 to Jun 30, 2022 - Clerk Classroom Teachers

Develop a school-wide Positive Behavior Intervention System, PBIS, with rewards. Utilize the support of parent groups to host bi-monthly Ruggles Rocket Provide training to all staff members (teachers, lunchroom, custodial staff, ESPs) on CHAMPS to ensure that everyone is able to celebrate students following our school wide expectations.

Aug 30, 2020 to Jun 30, 2022 - Dean Counselor Admin

Strategy 2

Implement teacher development of vertically aligned grade level curriculum maps, unit plans, lesson plans, and assessments aligned to the CCSS during grade-level meetings and after-school PLC sessions.

Jul 01, 2020 to Jun 30, 2021 - Admin, ILT, Mentor Teachers

Purchase materials to support literacy and math curriculums, ie IXL, Study Island, Compass, Khan Academy.

Aug 21, 2020 to Jun 30, 2022 - Admin, Clerk

Monitor best practice of instruction and its results in the classroom, through formal, informal, and peer observations of teachers and give timely and adequate feedback.

Jul 01, 2020 to Jun 30, 2022 - Admin, ILT

Create PLC's for teachers to collaborate and plan throughout the year, based on professional learning strategies and students' needs.

Aug 31, 2020 to Jun 30, 2022 - ILT

Provide professional development mandated by the District and Network focusing on Tier 1 instruction for whole, small group, and differentiated settings. Also, provide PD to build the capacity of teachers to incorporate rigorous tasks during STEM instruction to improve math and science performance in the classroom.

Aug 31, 2020 to Jun 30, 2022 - ILT

Strategy 3

Conduct face to face conversations with students and staff to address concerns and areas of strength and growth.

Jul 01, 2020 to Jun 30, 2022 - Admin, Culture and Climate Committee

Develop a shared leadership structure that allows staff to work together toward school improvement.

Jul 01, 2020 to Jun 30, 2022 - Admin, ILT

Train and coach all staff on strategies for developing supportive relationships with students, while creating student voice.

Aug 31, 2020 to Jun 30, 2021 - Counselor, Culture and Climate Committee

Adults frequently acknowledge students for their positive contributions to the school community.

Jul 01, 2020 to Jun 30, 2022 - Admin, Teachers, Culture and Climate Committee

Create a student peer jury for students to build positive relationships with peers and resolve conflicts peacefully.

Sep 07, 2020 to Jun 30, 2022 - Dean of Students Counselor

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.

We will conduct an assessment of needs of the students, information gathering through surveys and schoolwide data, create planning days with the ILT, determine how we will utilize results, analyze the data and create a plan of action.

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

Utilization of MTSS

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.

Targeted Small group instruction

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).

There are heterogeneous classrooms at all grade levels. Classrooms differentiate instruction to ensure that students are engaged, experience success, and increase expectations of themselves. Diverse Learner needs students are integrated into general education classrooms for core instruction based on individual needs.

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

New teachers are offered mentor teachers in the building, timely feedback to promote mastery of teaching, and overall support from administration.

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.

Professional development is offered weekly through grade-level meetings, Monthly during ILT team meetings, as well as during District mandated days.

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

Dedicated website and online calendar. ...
Use social media to connect to parents. ...
Home visits and parent/teacher conferences. ...

Family nights. ...
Volunteer Opportunities.

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.

Planning days with Early Childhood and Primary teams to analyze data and determine the best course of action for students and time to evaluate the effectiveness of the current curriculum.

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.

Survey and goal setting meetings that will occur every 10 weeks.

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.

Opportunities for after-school tutoring as well as Tier 2 and Tier 3 interventions

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.

Community partnerships will be utilized to integrate programs into the school day on a weekly basis to assist with targeting the whole child and its success rate.

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.

Parents are surveyed during the year to provide their input into school improvement for Ruggles. The results of the survey will be provided to parents during parent meetings and in connection with the "State of the School Address" at the beginning of the school year. Results from "My School My Voice," school survey are used as data to determine what is working and what still needs improvement.

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 Ruggles annual title I meeting will be held in September , 2020 and the the principal will cover the following: The Ruggles' Title I Parent Involvement Budget plan, The Ruggles' Title I Parent Involvement Policy, Ruggles' Title I Parent Compact, Ruggles' Title I Budget Itemized, Ruggles' Title I Parent Funds Budget CPS Title I Parental Involvement Policy, and CPS Title I Parental Involvement Guidelines. The Annual Title I Organizational meeting is scheduled for September of 2020 as well.

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.

Information regarding the School's Title I programs, curriculum, assessment tools will be provided to parents at the school's Open House and at other times during the academic school year which may include but not limited to New Student Parent Informational Sessions; Progress Report and Report Card distribution days; literacy, math and science nights; Parent Advisory Council (PAC) and Local School Council meetings (LSC); and meetings with the principal. Quarterly Student Progress Reports will be distributed five weeks prior to the distribution of the quarterly report card. The Progress Report is used to identify a student's grade at the mid-point of the quarter. Parent Portal is a unique web-based tool that allows parents to securely view their child's grades and attendance online. Parents can register to receive e-mail or text notifications when their child is absent or when his/her grades drop below a point they identify. Additionally, parents will be able to communicate directly with their child's teachers, enhancing the opportunity for parent-teacher interaction. The Parent Advisory Council (PAC) will conduct group and individual tutorial sessions for parents on how to use the Parent Portal.

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.

The school will provide parents with reports of their child's state assessment performance in language arts and math upon receipt or availability of the reports from ISBE (Illinois State Board of Education).

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 provide written notice to parents when their child has been assigned to or taught by a teacher who is not highly qualified as defined in the Title 1 Final Regulations.

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 assist parents in understanding the State's academic content achievement standards, and local assessments during the Open House, grade level parent meetings, Progress Report and Report Card distribution days, and meetings with the principal. Information sessions will be scheduled to provide a detailed overview to parents on Common Core Standards and to provide parents with helpful strategies they can use at home to share with child in preparation for standards-based assessments.

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

The school staff and students will share the responsibility for improved academic achievement . Initiatives include, but are not limited to hosting educational family events/activities throughout the school year (literacy, math, science, fine arts);encouraging parents to use the Parent/Community Resource Center for instructional materials for parents; hosting events which encourage and support male figures taking leadership in the education of their children; encouraging parents/guardians to become trained school volunteers; maintaining open communication with parents to provide periodic updates on a child's progress; parent involvement workshops; Title I reading and math workshops.

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 school staff and students will share the responsibility for improved academic achievement . Initiatives include, but are not limited to hosting educational family events/activities throughout the school year (literacy, math, science, fine arts);encouraging parents to use the Parent/Community Resource Center for instructional materials for parents; hosting events which encourage and support male figures taking leadership in the education of their children;

encouraging parents/guardians to become trained school volunteers; maintaining open communication with parents to provide periodic updates on a child's progress; parent involvement workshops; Title I reading and math workshops.

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.

To the extent feasible, the school will support Head Start /Ready To Learn (Early Childhood) efforts to integrate programs to assist parents in supporting their children's education by supporting volunteerism in the classroom and providing meeting space for parent workshops.

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.

The school will ensure that information is provided to parents in printed format in the English language or as otherwise indicated based on the home language survey through the robocall phone system, email, Parent Portal, letters home, and social media platforms.

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.)

Martha M. Ruggles is an inclusive learning community that is committed to meeting the diverse needs of all students. The curriculum emphasizes students' development of critical thinking, problem-solving, and social-emotional growth through cultural awareness. Staff, parents, community members, and stakeholders will work together to provide a student-centered environment that focuses on literacy, mathematics, and science with the integration of technology.

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.

Martha M. Ruggles will conduct parent-teacher conferences in conjunction with 2 of the 4 report card distribution sessions; on November 2020 and April 2021. Parent-Teacher Conferences are days of non-student attendance. In addition, parent-teacher conferences can be scheduled at the request of the teacher or parent throughout the school year to address academic or other 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.

Frequent reports of academic progress include but aren't limited to progress report distribution on the fifth week after the start of a quarter. Academic progress will also be provided with report card distribution on November 2020, February 2021, April 2021, and June 2021. In addition, reports on interim District-Wide Assessments will be made available to parents. Parents will also have communication-related to their child's progress via Parent Portal.

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

Conferences, unless otherwise arranged by the staff member, will take place after the instructional day (after 3:45 p.m). Access to staff members will be prearranged between parent and teacher, as teachers have a start time which is the same as student entry time.

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

Parents are invited and encouraged to volunteer at the school upon completion and clearance of the CPS volunteer application. Upon clearance of by CPS, volunteers will be utilized/assigned based on need.

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

Parents will support their children's learning by ensuring their child is on time and in attendance for school. In addition, parents will utilize Parent Portal to monitor attendance and student academic performance relative to classwork, homework, projects, etc. in addition to remaining in contact with teachers regarding academic progress.

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 invited and encouraged to attend Local School Council and Parent Advisory Council meetings conducted throughout the academic school year.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will share responsibility for improved academic achievement by being on time and in attendance for school. Students will be prepared for class by having their materials and supplies on a daily basis. In addition, students will complete all assigned work and demonstrate a positive attitude by implementing the strategies learned in the CHAMPS behavior model.

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.

From September 2020-June of 2022, expose parents to workshops that will be aid parents in supporting the whole child both in and outside of school. Various topics include NWEA, communicating with teachers, running for the LSC, healthy eating, and exposure to the STEAM.

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.	\$346.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00

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.	\$1700.00
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.	\$250.00
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