Ray Graham Training Center High School 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

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
    - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 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)
    - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 4 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: School SEL Rating-Established
- 4 - Structure for Continuous Improvement
    - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 4 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 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 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: Monthly LSC and PAC Meetings, School hiring team, ILT Team, Department Team and Professional Learning Community Groups.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 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 3 Curriculum is aligned to expectations of the standards
  - o 2 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**: Teacher Unit Plans
- 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**: Teacher Unit Plans and Assessments
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy

- o 4 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**: Staff and Student Handbooks (Schoolwide grading scale across the curriculum), week department meeting (discuss best practices of instruction)
- 4 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 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 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 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 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 4 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 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 4 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 4 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 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)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 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 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
  - o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 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)
  - o 4 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 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 4 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 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)
  - o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: SEL Rating-Established
- 4 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**: IEPs and Summary of Performances, Naviance accounts

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 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**: MVMS Survey Results
- 4 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 4 Become informed voters and participants in the electoral process

- o 4 Engage in discussions about current and controversial issues
- o 3 Explore their identities and beliefs (REQUIRED: OSEL)
- o 4 Exercise student voice (REQUIRED: OSEL)
- o 3 Authentically interact with community and civic leaders
- o 4 Engage with their community
- o 2 Take informed action where they work together to propose and advocate for solutions
- o 3 Experience a schoolwide civics culture
- o **Evidence**: Student Voice Committee (meets bi-weekly), created agenda and minutes, conducts a schoolwide election.
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 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)
  - o **Evidence**: Schoolwide behavior system with clear expectations for all students, schoolwide referral system
- 3 - Supportive and Equitable Approaches to Discipline
  - o 4 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 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Schoolwide behavior system with clear expectations, schoolwide referral system, student logger is used to document student bahavior, Aspen
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)

- o **Evidence**: Monthly LSC and PAC Parent Meetings, outside agencies provide parents with resources on a monthly basis, We host two Transition Fairs (Fall and Spring) for families.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Quality and Character of School Life: Family & Community Engagement	**4**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**5**
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**2**
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**0**
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**3**

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	School-Wide Attendance
Root Cause 1	Students are relying on yellow bus transportation and early school start time
Area of Critical Need 1	Students obtaining post-secondary placement (ie. jobs, park district)
Root Cause 2	Lack of follow-up with community connections and parents
Area of Critical Need 3	Rigorous Instruction
Root Cause 3	Lack of knowing and utilizing best practices for teaching students on varius instructional levels.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Attendance Rate	Overall		90.00	92.00
Explanation-We continue to work with students to increase academic achievement, make connections to the school community and support social emotional learning. We will also continue to provide students connections to community agencies that can support them during their hours not at school.				
(Blank)				
(Blank)				
(Blank)				
(Blank)				

Required metrics (Highschool) (0% complete)

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

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

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Transition All aging students will complete portfolios and be connected with community agencies and resources. Explanation-This will promote independence,support the mission and vision of the school, provides post-secondary agencies with information regarding the student to ensure proper placements and support within the agencies for a successful transition. Portfolios include: resumes, student work samples, list of post-secondary agencies, summary of performance and RTA/PACE connection).				90.00	100.00
Academic 90% of the students will make a gain from the beginning of the school year to the end. Explanation-An assessment will be implemented that will be used to measure student attainment and growth. Results from the assessment will be used to drive instruction, transition plans and IEP's				80.00	90.00

Strategies

Strategy 1

If we do...	Create multiple opportunities for students that incorporate activities that include leadership roles, opportunities for celebrations of accomplishments and continue to give students a voice in the school and community,
Then we see...	an increase in student attendance, a healthy self identify, student seeking service opportunities in the community and growth in independent outcomes,
which leads to...	attainment of 92% of attendance, building a healthy self-identity and involvement in their communities by the end of the CIWP cycle 20/21 school year.

Budget Description	
Tags	Family & Community Engagement, FACE2: Community Partnerships, ODLSS: Parent Involvement Specialists, ODLSS: Transition Services, OSEL: SEL Instruction, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy, SSCE: Student Voice
Action steps	(Not started) Continue to implement the Student Advisory Council with elected roles to ensure leadership roles and provide opportunities for students to use their voice. Tags:SSCE: Student Voice (Not started) The Student Advisory Council and Administration Team will continue to implement celebrations for improved academic and attendance on a weekly and monthly basis. Tags:SSCE: Student Leadership (Not started) The Ray Graham attendance protocol will be revised to outline the roles and responsibilities of all stakeholders. Tags: (Not started) Students will complete a survey, created by the Ray Graham SEL Team focusing on the school-wide behavior matrix (focusing on SEL Practices). Tags:

Strategy 2

If we do...	Continue to use the transition plan as the focal point to drive post-secondary outcomes (independent living skills, employment competitive/supportive and education),
Then we see...	all student will be connected to either PUNS or DRS, all families will receive information on obtaining legal guardianship, students will successfully will transition in post-secondary outcomes and completed portfolios,
which leads to...	100% all students connected to community agencies and resources and portfolios.
Budget Description	
Tags	FACE2: Community Partnerships, ODLSS: Parent Involvement Specialists, ODLSS: Transition Services

Action steps	(Not started) There will be two transition fair hosted at the school each school year during the CIWP cycle. Tags:ODLSS: Transition Services (Not started) Students will be connected to the district transition fair for services such as obtaining State ID and exposure to more resources and agencies in the community. Tags:ODLSS: Transition Services (Not started) All students will participate in Community Based Instruction activities on a Weekly basis. Tags:ODLSS: Transition Services (Not started) Families and students will tour post-secondary educational sites and communities based agencies. Tags:Transitions, College & Career Access, & Persistence, ODLSS: Transition Services

Strategy 3

If we do...	Evaluate course syllabi, unit plans, class assessments and associated students tasks to ensure school-wide rigorous tasks,
Then we see...	increased rigorous instruction with improved instructional strategies used by teachers, DOK Levels of 3 and 4 evidenced in 75% of the classes, improved academics and increased student engagement during instructions,
which leads to...	90% of the students will show growth on the Brigance Assessment and Performance Task from BOY to EOY. This will be evidenced through weekly and/or quarterly assessments, modifying lessons and incorporating evidenced-based practices.
Budget Description	
Tags	ODLSS: Assistive Technology, ODLSS: Cluster Programs, ODLSS: Instructional Quality, ODLSS: Related Service Providers, ODLSS: Special Education Administrator, ODLSS: Transition Services
Action steps	(Not started) ILT will develop an instructional feedback form, (focusing on student to student discourse, questioning and discussion and DOK Levels) as evidened through observations to use to collect data while conducting quarterly instructional rounds.

	Tags:Curriculum, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, ODLSS: Special Education Administrator
	• (Not started) Provide feedback every 5 weeks to teachers on their Unit Plans to ensure that teachers are including all aspects of planning (Goals, Objectives, Plan of Action, Activities, Accommodations and Reflection) using REACH components as a guide.
	Tags:
	• (Not started) Develop a school-wide progress monitoring/rubric used to drive grading practices and collect progress on student achievement.
	Tags:
	• (Not started) Develop and implement a list and calendar of Professional Learning topics focusing on the best practices in instruction and supporting students with low incidence, transition planning communities resources.
	Tags:

Action Plan

Strategy 1

Continue to implement the Student Advisory Council with elected roles to ensure leadership roles and provide opportunities for students to use their voice.

Sep 07, 2020 to Jun 17, 2022 - Social Science Teacher and other administration selected staff.

The Student Advisory Council and Administration Team will continue to implement celebrations for improved academic and attendance on a weekly and monthly basis.

Sep 07, 2020 to Jun 18, 2021 - Administration Team and Student Advisory Council

The Ray Graham attendance protocol will be revised to outline the roles and responsibilities of all stakeholders.

Aug 03, 2020 to Oct 19, 2020 - ILT, LSC, Student Advisory Council, Administration Team

Students will complete a survey, created by the Ray Graham SEL Team focusing on the school-wide behavior matrix (focusing on SEL Practices).

Sep 07, 2020 to Oct 05, 2020 - SEL Team, Administration Team

Strategy 2

There will be two transition fair hosted at the school each school year during the CIWP cycle.

Aug 24, 2020 to Jun 17, 2022 - School Counselor, Work Coordinator

Students will be connected to the district transition fair for services such as obtaining State ID and exposure to more resources and agencies in the community.

Aug 24, 2020 to Jun 18, 2021 - School Counselor, Work Coordinator

All students will participate in Community Based Instruction activities on a Weekly basis.

Sep 07, 2020 to Jun 18, 2021 - Classroom Teachers & SECAs

Families and students will tour post-secondary educational sites and communities based agencies.

Sep 07, 2020 to Jun 18, 2021 - School Counselor, Classroom Teachers and College Coordinator

Strategy 3

ILT will develop an instructional feedback form, (focusing on student to student discourse, questioning and discussion and DOK Levels) as evidened through observations to use to collect data while conducting quarterly instructional rounds.

Aug 24, 2020 to Jun 24, 2022 - ILT, Administration Team

Provide feedback every 5 weeks to teachers on their Unit Plans to ensure that teachers are including all aspects of planning (Goals, Objectives, Plan of Action, Activities, Accommodations and Reflection) using REACH components as a guide.

Aug 24, 2020 to Jun 24, 2022 - Administration Team

Develop a school-wide progress monitoring/rubric used to drive grading practices and collect progress on student achievement.

Aug 24, 2020 to Oct 20, 2020 - ILT

Develop and implement a list and calendar of Professional Learning topics focusing on the best practices in instruction and supporting students with low incidence, transition planning communities resources.

Aug 03, 2020 to Jun 18, 2021 - Administration

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.

Students complete two assessments during the school year. Student data from the assessment is used to drive instructional school goals. All instructional activities/lessons are aligned to the Common Core State Standards, CTE Standards and DLM Elements.

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

Teachers participate in school-wide professional development on the best practices in supporting students with disabilities and SEL support and learning.

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.

Students are programmed in classes that support successful transition. Classes focus on post-secondary education/training, post-secondary employment and independent living. Students received weekly instruction on Social Emotional Learning. Activities and lessons are culturally diverse.

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).

Students are receiving mentoring from an outside agency. Personal finance is offered to students as a class. Students are given the opportunity to participate in college and career activities hosted by the school and other entities.

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

Hiring committee comprised of Instructional leadership team members, we use a rubric and candidates model lessons.

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.

Administration and ILT develop year-long PD Calendar, Administrator completes state-mandated IAA yearly. Teachers participate in weekly Department and Professional Learning Meetings, School-wide Professional Developments (opening days of school teachers and ESPs), individual goal setting and professional development, district and state-level professional development, professional readings.

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

PAC/BAC, LSC, Parent Volunteering, Guardianship Clinics, Transition Fairs,

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

N/A

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

Bi-weekly Instructional leadership Team meeting (student data is discussed). Student data information is discussed at Weekly department meetings. Teachers and SECAs meeting on a monthly basis to discuss student data.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Teachers use multiple measures to monitor student achievement levels. Quarterly updates of benchmarks are completed. Lessons and activities are differentiated.

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.

Students are connected to DRS or CSO to obtain services beyond Ray Graham. The school will host two Transition Fairs with community organizations to connect students with agencies. One a monthly basis during the PAC meeting outside consultants present at the meeting providing the parents with resources. Teachers plan and implement Community Based Instructional activities for students to support a coordination of post-secondary outcomes.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

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.

Through monthly parent advisory and parent share meetings, Ray Graham Training Center utilizes every opportunity to partner with our parents to review and improve our parental involvement plan.

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

An annual parent meeting is held at the beginning of the school year where pertinent school information is shared, parent input is invited and parents are informed of all subsequent meetings dates and times. The projected date of the annual Title I meeting is September 14, 2020 and the organizational meeting will be held on September 14, 2020. Regular NCLB PAC/BAC meetings take place monthly after the LSC meetings. These meetings give our parents an opportunity to become informed and to be involved in the Title I programs at Ray Graham Training Center. Through mailing, flyers, phone calls and newsletters parents are informed and invited to participate.

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.

Parent suggestions will be addressed immediately, when possible. Other suggestions will be given to staff members and/or designated committee members to be reviewed and/or addressed upon the necessity.

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 teacher, case manager, and school counselor is available to review scores with parents at their request, as well as at the annual IEP conference.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

An annual notification is sent to parents in the event their child is taught by a teacher who is deemed not highly qualified. If this should occur in the interim, a notification will be sent to the parents.

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.

An information pamphlet is sent to parents explaining their children's test scores/academic achievement. The teacher, case manager, and school counselor is also available at parents request to further explain their children's progress. A general explanation is provided at parent meetings and teachers can review the scores at report card pick-up

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.

Relevant workshops are provided for parents throughout the year. Parents also attend the NCLB conferences which are funded by the school.

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 provides professional development for staff members on how to appropriately interact with parents, encourage their participation in their children's education and recognize and acknowledge parents impact upon their children's education.

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.

Through NCLB PAC/BAC- parents are informed of transitioning programs, guardianship and CILA housing throughout the school year and in the students/parent IEP meetings. These programs are pertinent and necessary for our students to transition into semi-independent living after graduation.

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

All information related to the school and parent and family programs, meetings, and other activities is sent to parents in a clear and concise format. All information is sent in English and Spanish.

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.)

Ray Graham Training Center offers all students an individualized instructional program that is designed to meet their educational, physical, and emotional needs. Students will participate in a specifically modified curriculum within a safe and supportive environment. We believe our school provides a developmentally appropriate, culturally sensitive, and community responsive education that assist our students in becoming productive members of society.

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.

Parent-teacher conferences are held in November and April of each year. Other parent-teacher conferences are held throughout the year at teacher and/or parent request as well as their IEP meeting.

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

Progress reports are sent home every five weeks. Parents have access to their children's academic progress via the online cps parent portal.

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

Parents have access to teacher/staff before school and during their preparation periods. Parents also have access to teacher's emails in their student/parent handbook and school website; parents are encouraged to reach out to teachers in this manner. Every effort is made to meet the need.

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 encouraged to complete the CPS online volunteer application. Once approved, parents may make arrangements with the classroom teacher and/or administration to observe classroom activities.

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

Parents will assist learning by utilizing the parent portal, which allows parents to monitor their child's attendance, class assignments, and homework completion.

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 may participate in decisions relating to their children's education during report card pick-up days, annual IEP meetings and other teacher conferences. Parents can also make decisions relating to their child's education by participating in the LSC and/or PAC/BAC meetings.

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

Students will share responsibility for their improved academic achievement by coming to school each day on time, completing homework and classroom assignments, participating in class and other school related activities and showing respect for themselves and the entire school community.

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.

The goal of the PAC is to address the parent concerns and needs for information regarding topics as determined by parents each year in the parent survey taken at student orientation. There is an expectation that 85% of parents will be involved in at least meeting or activity as presented by the PAC. Through the PAC meetings and activities parents will gain the knowledge needed to better support their young adult student with their social, academic and transition needs.

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.	$410.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$270.00
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)	$400.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00