# Al Raby High School 2020-2022 plan summary

## Team

| Name | Role | Email | Access |
|---|---|---|---|
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| Alisha Oliver | Parent | root2fruit.youth@gmail.com | No Access |

## 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

- 3 - Leadership for Continuous Improvement
    - o 2 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 3 Enable staff to focus and prioritize what matters most
    - o 3 Employ the skills to effectively manage change
    - o 2 Make ?safe practice? an integral part of professional learning
    - o 2 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**:
- 3 - Structure for Continuous Improvement
    - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 3 Design professional learning (PL) to achieve school-wide improvement goals
    - o 3 Design and implement school day schedules that are responsive to student needs
    - o 3 Align the budget to the CIWP priorities and the mission of the school
    - o 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
    - o 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)
    - o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**:

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
    - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- o 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
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards
  - o 1 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 1 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**:
- 1 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 1 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 1 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 1 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 1 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 1 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**:
- 1 - Balanced Assessment and Grading
  - o 1 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 1 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 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
  - o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 1 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 1 Utilize assessments that measure the development of academic language for English learners
  - o 1 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 2 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**:
- 2 - MTSS

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

- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 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**:
- 2 - Transitions, College & Career Access, & Persistence
  - o 2 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 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 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**:

# Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)

- o 2 Exercise student voice (REQUIRED: OSEL)
- o 1 Authentically interact with community and civic leaders
- o 3 Engage with their community
- o 2 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**:
- 3 - 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 2 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**:
- 2 - Supportive and Equitable Approaches to Discipline
  - o 1 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 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Family & Community Engagement
  - o 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 2 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**:

# School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus |
|---|---|---|
| 1 | Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading | **0** |
| 1 | Depth and Breadth of Student Learning and Quality Teaching: Instruction | **1** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Curriculum | **0** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: MTSS | **0** |
| 2 | Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence | **0** |
| 2 | Quality and Character of School Life: Family & Community Engagement | **0** |
| 2 | Quality and Character of School Life: Student Voice, Engagement, and Civic Life | **2** |
| 2 | Quality and Character of School Life: Supportive and Equitable Approaches to Discipline | **3** |
| 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: Physical and Emotional Safety | **0** |
| 3 | Quality and Character of School Life: Relational Trust | **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 | Freshman on Track |
|---|---|
| Root Cause 1 | Lack of supports for teachers to provide Tier 1 academic supports for students in class. |

| Area of Critical Need 2 | SAT Annual Math Growth |
|---|---|
| Root Cause 2 | Lack of alignment of instructional tasks to the SAT |
| Area of Critical Need 3 | SAT Annual Reading Growth |
| Root Cause 3 | Lack of alignment of instructional tasks to the SAT |

# 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: Freshman On-Track | Overall | | 90.00 | 92.00 |
| I chose this metric because it is imperative that we provide students with the supports needed to successfully transition from elementary school into high school. | | | | |
| SQRP: SAT Annual Growth Percentile-Math | Overall | | 50.00 | 60.00 |
| I chose this metric because it is imperative that we improve the academic outcomes for our students. | | | | |
| SQRP: SAT Annual Growth Percentile-Reading | Overall | | 50.00 | 60.00 |
| I chose this metric because it is imperative that we improve the academic outcomes for our students. | | | | |
| (Blank) | | | | |
| (Blank) | | | | |

## Required metrics (Highschool) (0% complete)

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| | | | | | |
| **My Voice, My School 5 Essentials Survey** | | | | | |

| | 2018-2019 Actual | 2019-2020 Actual | 2019-2020 Goal | 2020-2021 Goal | 2021-2022 Goal |
|---|---|---|---|---|---|
| (Blank) | | | | | |

## 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... | If we design a culturally relevant, equitable and comprehensive cross curricular standards based curriculum that focuses on student mastery and utilizes a personalized learning approach |
| Then we see... | then we will see the implementation of differentiated and authentic learning activities that are informed by formative assessment data and implemented through active learning modalities |
| which leads to... | NWEA to PSAT 8/9 growth of 50%, PSAT 8/9 to PSAT 10 growth of 50% or higher in math and EBRW, PSAT 10 to SAT growth of 50% or higher in math and EBRW, 25% or higher increase in college English and math entrance exams, increases of core GPA of 10% or greater each year for all grade levels, and an increase of 10% or higher in REACH domain scores 1a, 1d, 1e for 50% of teachers. |
| Budget Description | Professional Development Consultants/Vendors, Teacher positions, Extended Day Bucket, Substitute Teachers for Release Time, Instructional Materials and Software, Supplies, and Conferences and Associated Expenses. |
| Tags | Leadership for Continuous Improvement, Curriculum, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Curriculum & Instruction, Teacher Leader Development & Innovation: Teacher Teams |
| Action steps | <ul><li>(Not started) Establish specific end-of-grade level outcomes for all content areas<br><br>Tags:Assessment: Balanced Assessment and Grading</li><li>(Not started) Establish a curriculum team with representatives from each content area to develop, monitor, and review asset maps with pacing guides for all courses.<br><br>Tags:Leadership for Continuous Improvement, Curriculum, Teacher Leader Development & Innovation: Teacher Teams</li></ul> |

| | |
|---|---|
| | - (Not started) Provide designated learning time dedicated to ongoing professional development on curriculum review, design, implementation and equitable grading practices.<br><br>Tags:Assessment: Curriculum Equity Initiative, Assessment: Fair, Accurate and Consistent Grading Systems, Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Curriculum & Instruction |

## Strategy 2

| | |
|---|---|
| If we do... | If we create opportunities for students at all grade levels to engage in civic activities, identify civic concerns and use their voices to address those concerns |
| Then we see... | then we will see a shift in the curriculum which leverages student voice, promotes student agency, and fosters robust classroom discussion |
| which leads to... | 50% of students exceeding the minimum service learning requirement, increase in student engagement as measured by the My Voice My School survey, increase of 10% each year in REACH domain scores 2b & 3b for 50% of teachers, implementation of student led quarterly town hall meetings, and an increase in average daily attendance by 10%. |
| Budget Description | Extended Day Bucket, Professional Development Consultants/vendors, and Conferences and associated expenses |
| Tags | Student Voice, Engagement, and Civic Life, Arts Education: Embedding the Arts School-Wide, FACE2: Community Partnerships, Literacy: Key Practice #4-Authentic Learning Experiences, SSCE: Informed Action: Project-based learning or Service Learning |
| Action steps | - (Not started) Establish a fully functioning student government association which meets monthly with school leadership and conducts quarterly school-wide or grade level town halls.<br><br>Tags:Student Voice, Engagement, and Civic Life<br><br>- (Not started) In addition to Raby Day of Service, ensure 2 - 3 annual civic events at least one of which being a political forum of local and community representatives.<br><br>Tags:Student Voice, Engagement, and Civic Life, FACE2: Community Partnerships, SSCE: Informed Action: Project-based learning or Service Learning<br><br>- (Not started) Implement a developed cross-curricular civic engagement unit at all grade levels.<br><br>Tags:Arts Education: Embedding the Arts School-Wide, Literacy: Key Practice #4-Authentic Learning Experiences, SSCE: Informed Action: Project-based learning or Service Learning |

## Strategy 3

| | |
|---|---|
| If we do... | If we utilize a restorative approach as a proactive and reflective strategy to promote healthy school relationships |
| Then we see... | then we will see restorative practices as the foundation of classroom level and school level policies and systems |
| which leads to... | a decrease in teacher referrals by 10% each school year, an increase in teacher ratings in domain 2 as measured by by the REACH framework by 10% from the previous year, an increase in restorative practices by 20%, a decrease in level 1, 2, and 3 infractions by 10% each school year, improved ratings on the collaborative teacher section of the My Voice, My School survey, and an increase in our school-wide average daily attendance rate of 3 percentage points per year. |
| Budget Description | ESP position, Ext. Day - Buckets, Professional Development Consultants/vendors, and Conferences and associated expenses |
| Tags | Relational Trust, FACE2: Community Partnerships, MTSS: Problem Solving Process, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions |
| Action steps | • (Not started) Systematize, implement, monitor by reviewing Culture & Climate data regularly and refine school-level and classroom level expectations. Provide on-boarding and ongoing Professional Development on Restorative Practices and Social Emotional Learning to ensure staff effectiveness.<br><br>Tags:MTSS: Problem Solving Process, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment<br><br>• (Not started) Provide advisory curriculum to foster stronger relationships between students to students and students to staff.<br><br>Tags:Relational Trust<br><br>• (Not started) Monitor community partner student outcomes.<br><br>Tags:FACE2: Community Partnerships, OSEL: Tier 2 and 3 Interventions |

# Action Plan

### Strategy 1

Establish specific end-of-grade level outcomes for all content areas

Jul 01, 2020 to Aug 01, 2020 - Departments

Establish a curriculum team with representatives from each content area to develop, monitor, and review asset maps with pacing guides for all courses.

Jun 15, 2020 to Jun 30, 2020 - Administration, ILT, Course Teams

Provide designated learning time dedicated to ongoing professional development on curriculum review, design, implementation and equitable grading practices.

Aug 01, 2020 to Jun 30, 2022 - ILT

### Strategy 2

Establish a fully functioning student government association which meets monthly with school leadership and conducts quarterly school-wide or grade level town halls.

Jul 01, 2020 to Jan 30, 2021 - Social Studies Department

In addition to Raby Day of Service, ensure 2 - 3 annual civic events at least one of which being a political forum of local and community representatives.

Jul 01, 2020 to Jun 30, 2022 - Service Learning Coach

Implement a developed cross-curricular civic engagement unit at all grade levels.

Jul 01, 2020 to Jun 30, 2022 - ILT

### Strategy 3

Systematize, implement, monitor by reviewing Culture & Climate data regularly and refine school-level and classroom level expectations. Provide on-boarding and ongoing Professional Development on Restorative Practices and Social Emotional Learning to ensure staff effectiveness.

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

Provide advisory curriculum to foster stronger relationships between students to students and students to staff.

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

Monitor community partner student outcomes.

Jul 01, 2020 to Jun 30, 2022 - Administration and MTSS Coordinator

# 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.**

The school's internal data is reviewed quarterly and adjustments are made accordingly.

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

Raby will be implementing Data Informed Instruction beginning with the 2020-2021 school year. Data Informed Instruction is differentiated instruction based on the current proficient and skill-level of each student. By implementing this instructional strategy, teachers will be able to provide remediation to students who are below proficiency and provide advancement or enrichment to students who are at or above proficiency in a particular skill, thereby allowing all students to grow at their appropriate pace.

**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.**

Raby participates in Chicago Public Schools' multilevel professional development which includes tier 1 HS Summits, tier 2 content-specific offerings, and tier 3 intensive supports. 98% of Raby students from low income families and the school is located in the historically under served neighborhood of East Garfield Park. Administration is hyper-sensitive toward the physical, mental, emotional and academic needs of the students and consistently advocates for students to teachers, community members, and the district.

**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).**

We have a tiered menu of academic and social emotional supports that are available for our students. These supports include tier 1 instructional strategies that involve active, culturally relevant learning activities as well as more intensive supports such as tutoring, mentoring, and counseling.

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

Raby is partnered with Opportunities Schools through Chicago Public Schools whereby we receive supports to help us attract, develop and retain high quality and highly-qualified teachers. These strategies

include interviewing strategies, providing instructional coaching, mentoring, developing trust, conveying a strong school vision and belief in children.

**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.**

Our professional development plan is developed collaboratively by both the Instructional Leadership Team and the Culture and Climate Team to ensure that the academic and social emotional supports that staff need to develop are cultivated in the furtherance of student success. All professional development is responsive to the school's data.

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

We are working to improve two-way communication between the school and families by not only providing frequent progress reports, newsletters, open houses and opening the school family events in the evenings and on weekends but also providing opportunities for parents to tell the school their and their children's needs.

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

Not Applicable

**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.**

As required by the Chicago Teachers Union current contract, an assessment vote is conducted in the Spring before the upcoming school year.

**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.**

Raby will be implementing Data Informed Instruction beginning with the 2020-2021 school year. Data Informed Instruction is differentiated instruction based on the current proficient and skill-level of each student. By implementing this instructional strategy, teachers will be able to provide remediation to students who are below proficiency and provide advancement or enrichment to students who are at or above proficiency in a particular skill, thereby allowing all students to grow at their appropriate pace.

**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.**

Our teachers, professional school counselor, related service providers, case manager, MTSS coordinator, ESPs and administration work in conjunction to ensure that we are meeting the academic, post secondary and safety (physical, housing, social emotional, psychological) needs of our students. Each student has a trusted adult at the school level who is responsible for communicating these needs to administration.

## ESSA Targeted Assistance Program

## Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

# Parent and Family Plan

## Parent and Family Engagement Policy (Complete)

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

The PAC will develop the parental involvement plan to align to the corresponding ESSA budget. The school administration will work collaboratively with the PAC to revise the plan as necessary. Monthly communications to parents will include all PAC information.

**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 Annual Meeting is projected to be held in mid-September during our school-wide open house. The organizational meeting is projected to be held shortly thereafter. The dates and times of the PAC meetings will be developed and published. Monthly communications to parents will include all PAC information and will be posted to the school's website.

**At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.**

Parents can expect to receive communication from the school regarding school-wide progress, curriculum updates, and other general information at least twice per month. The administration will receive

suggestions from the PAC to understand their perspective on how to improve the instructional program at Raby.

**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.**

State assessment information will be made available to parents at Report Card Pick Up in the fall of each year (pending availability). Assessment information is also available to parents per their request.

**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 mail notifications to parents of students who are taught by teachers who are not highly qualified.

**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.**

Training will be available to parents to help them understand CCSS, NGSS, assessments, and requirements of Title I, Part A. Administration will coordinate with the PAC.

**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 and community partners will host parent training to help parents gain skills that will allow them to provide more supports to their children.

**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.**

Professional development will focus on how to work collaboratively with parents. A focus on social-emotional supports will be emphasized by the culture and climate team.

**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.**

Not applicable to HS

**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.**

Parents will receive a monthly communication regarding all of the events that are occurring at the school. The website will be updated weekly to keep parents up to date with necessary information. Reminder information and invitations will be sent via email and robocalls.

## Policy Implementation Activities

[ ] **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)**

Raby currently does not have an LSC.

# 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.)**

The Al Raby School for Community and Environment inspires students to intellectual excellence and personal responsibility through community and environmental activism. To achieve this outcome, the instructional program at Raby has a heavy emphasis on literacy and critical thinking.

**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.**

School-wide parent-teacher conferences will be held twice a year according to the Chicago Public Schools calendar. Classroom teachers will call parents as necessary to discuss students' academic progress.

**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 will be distributed at the 5th, 10th, 15th, 20th, 25th, 30th, 35th and 40th weeks.

> **The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.**
>
> Parents may meet with staff by appointment before, after and during school hours. Parents may also utilize the parent handbook and/or school website to email teachers directly.

> **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 volunteer in after school activities, extra-curricular events, and on school field trips.

> **The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).**
>
> All parents will have access to Parent Portal where they can monitor the grades and attendance of their children.

> **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 to parent meetings to gather more information about parental expectations with classroom instruction.

> **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).**
>
> The use of our Stoplight Report, Raider Report and the Student Portal along with conferencing with a trusted adult supports students in monitoring their performance.

## Parent Budget (Complete)

> **Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.**
>
> To help parents increase their knowledge of Common Core State Standards, Next Generation Science Standards, the SAT, College Preparation expectations, and strategies for parenting teens, funds will be allocated for professional development and conference activities. At this time the budget has not been prepared and all amounts stated below are estimates. The budget will be established once the PAC convenes in the Fall of 2020.

**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**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $0.00 |
| **53405** | **Supplies**<br>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. | $0.00 |
| **53205** | **Refreshments**<br>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**<br>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**<br>For Parents use only. | $100.00 |
| **54205** | **Travel**<br>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. | $1067.00 |
| **54565** | **Reimbursements**<br>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**<br>Must be used for parent and family engagement programs only. | $0.00 |
| **53306** | **Software**<br>Must be educational and for parent use only. | $0.00 |
| **55005** | **Furniture and Equipment**<br>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 |