

Wilma Rudolph Elementary Learning Center 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/31/2020	All	SEF Rating
02/12/2020	Alex Cowling, Dana Galati, Elizabeth Reed	SEF Rating and Evidence

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Mission and vision are posted throughout the school and are re-visited during all PDs, on school website, and in staff and family handbook. ILT holds bi-weekly meetings where anyone is welcome to attend. Administration offers check-ins throughout the year to discuss problems, concerns, personal growth and any other topics. Teacher team meetings twice a week follow a cycle including the following topics: Transition, flexible grouping, grading, SEL, peer observations, unit planning and What I Need (WIN) planning. Shout outs are a part of all meeting agendas.
- 3 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 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)

- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** ILT holds bi-weekly meetings where anyone is welcome to attend. Teacher team meetings, led by various staff, twice a week follow a cycle including the following topics: Transition, flexible grouping, grading, SEL, peer observations, unit planning and What I Need (WIN) planning. Shout outs are a part of all meeting agendas. Hired 3 new teachers with varying experience and many teachers are continuing their education with LBS2 classes.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
 - 4 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 2 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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
 - 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
 - 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

- 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 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
- 2 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 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)
 - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
 - 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)
 - 4 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)
 - 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
 - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
 - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)

- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 4 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)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 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)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 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)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 2 - Transitions, College & Career Access, & Persistence
 - 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 1 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Parent Transition workshop during April Report Card Pick-Up. Transition is discussed at every IEP meeting. Case manager just received LBS2 in Transitions, has shared a folder with transition assessment, and has introduced transition planning in team meetings

Quality and Character of School Life

- 3 - Relational Trust

- 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Administration offers check-ins throughout the year to discuss problems, concerns, personal growth and any other topics. Shout outs are a part of all meeting agendas. ILT holds bi-weekly meetings where anyone is welcome to attend. Teachers nominate students and staff for monthly and quarterly awards. End of the year awards ceremony recognizes all students and staff.
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Second Step is implemented in all classes. School counselor pushes in for instruction in all classes. Behavior expectations are posted in all hallways and re-visited during all assemblies and classes. Most staff are Safety Care Certified, with some having Day 2 training. BHT meets biweekly and as needed to support students. Adult Yoga is offered during PD days. All staff assist with arrival and dismissal procedures and meal times.
- 3 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Second Step is implemented in all classes. School counselor pushes in for instruction in all classes. Behavior expectations are posted in all hallways and re-visited during all assemblies and classes. Most staff are Safety Care Certified,

with some having Day 2 training. BHT meets biweekly and as needed to support students.

- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 2 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 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)
 - **Evidence:** Monthly parent meetings, multiple fields trips monthly with parents invited as chaperones. Special events are held at school monthly with families invited Translation service is used to communicate with families in their native language. Established PAC and BAC who meeting monthly. Resource fair and transition workshop during report-card pick up. Community resources available in parent room and during every parent meeting, including IEP meetings.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	3
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0

Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	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	Lack of consistant grading practices
Root Cause 1	Each teacher uses different way to grade. Some believe that students should have both modified curriculum and grading scale in IEPs. Some teachers grade based on students' IEP goals. Grades are not entered as per noted in the union handbook- district policy. The school does not have a current grading policy. Different teachers have different expectations for gardes based on thier previous teaching experience.
Area of Critical Need 2	Buidling out a middle school with standards based teaching and learning
Root Cause 2	First time Rudolph has ever had middle school. Standars are best practice and it is a legal requirment. Misconceptions of aligning work to the standards due to students with disabilities. Not understanding that The Unique Curriculum is aligned to the CCSS.
Area of Critical Need 3	WIN sustainability
Root Cause 3	It is a new innitative- high driven by admin. Intervention block is required for 6th grade and above. Misconceptions of what MTSS is

Area of Critical Need 4	Understanding, Writing and Implementation of Transition Plans for students 13/entering 8th grade
Root Cause 4	First time Rudolph has ever had a middle school. Teams may not know that plans can be written at any age if the team decides it is necessary. Parents need to be informed in order to advocate for thier child. Services that students are recieving end at 22, shift from entitlement to elgibility.

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
(Blank)				
(Blank)				
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Rudolph is an inability to rate as it is a specialty school. The goal is to move from moderately organized to well organized.					

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p>MTSS By the end of SY 2022, 100% of students receiving individualized supports based on their needs and 100% of teachers using progress monitoring/ assessment results to design Tier 1 units and lessons that target the diverse needs of every student.</p>	25.00	50.00		75.00	100.00
<p>Instruction By the end of SY 2022, 100% student engagement in work tasks as evidenced by the students' individual grades for the 'student engagement (i.e. participation)' category.</p>	25.00	50.00		75.00	100.00
<p>Transition By the end of SY 2022, 100% of 6-8th graders participate in transition activities such as visits to high school cluster programs, school/classroom jobs, and self-determination curriculum, including student participation in IEP meetings evidenced by instructional activities in Transition plans, sign-in sheets and notes page in annual IEP meetings.</p>	25.00	50.00		75.00	100.00

Strategies

Strategy 1

If we do...	Analyze school-level and grade-level data to inform Tier 1 instruction and create a clearly defined menu of Tier 2 and Tier 3 interventions, including both Academic & SEL
Then we see...	Students receiving Tier 2 and 3 supports based on their needs identified in the SANDI assessment results and other diagnostic tools. Teachers creating Tier 1 instruction based on student achievement data. SECAs and RSPs supporting students and teachers by providing access and support to instruction so that all students are receiving instruction based on their individual needs.
which leads to...	100% of students receiving individualized supports based on their needs and 100% of teachers using progress monitoring/ assessment results to design Tier 1 units and lessons that target the diverse needs of every student.
Budget Description	Interventionist?
Tags	MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems

Action steps	<ul style="list-style-type: none"> • (Not started) By September 30, 2020, all staff will participate in an Implicit Bias PD and the Problem Solving Process (PSP) of MTSS. Tags:Equity: Liberatory Thinking, ODLSS: Special Education Administrator • (Not started) By September 30, 2020, Instructional Staff provide culturally relevant, high quality, standards-aligned, differentiated Tier 1 instruction both Academic & Behavioral (SEL). Tags:Assessment: Curriculum Equity Initiative, ODLSS: Instructional Quality, OSEL: SEL Instruction • (Not started) By December 2020, MTSS Team creates a clearly defined Menu of Tier 2 and Tier 3 interventions both Academically & Behaviorally (SEL). Tags:MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, OSEL: Tier 2 and 3 Interventions • (Not started) By March 2021, all students will be identified with Tier 1, 2, 3 supports based on individual assessment results. Tags:MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, ODLSS: Related Service Providers, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions • (Not started) By September 2021, School-based Teams will use PSP when analyzing school-level and grade-level data to inform Tier 1 instruction and Tier 2 & 3 supports-Academic & SEL. Tags:MTSS: Problem Solving Process, ODLSS: Instructional Quality, ODLSS: Related Service Providers, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions • (Not started) By January 2022, School-based Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs. Tags:MTSS: Problem Solving Process, ODLSS: Instructional Quality, ODLSS: Related Service Providers, ODLSS: Special Education Administrator
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Strategy 2

If we do...	Create a team approach to curriculum planning & instructional strategies, along with common grading practices
Then we see...	Students accessing grade level appropriate materials that are significantly modified to the CCSS for every content/ enrichment area, and receiving equitable grades through increased student engagement during instructional time. Teachers identify a leader amongst their planning team and run 100% of team meetings to craft a Rudolph Grading Policy & Procedural Handbook by the end of SY 2022. SECAs self identify 1-2 areas within either academics or behavioral strategies to receive more professional development

	throughout both SY 2021 and 2022 to implement in classrooms. RSPs self identify either a classroom team or teacher planning team to collaborate with on a monthly basis throughout both SYs 2021 and 2022.
which leads to...	An increase in student engagement in work tasks to 100% by the end of SY 2022, as evidenced by the students' individual grades for the 'student engagement (i.e. participation)' category.
Budget Description	
Tags	Instruction, Arts Education: Equitable Access to the Arts, Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Fair Policies and Systems, ODLSS: Instructional Quality, ODLSS: Related Service Providers, OLCE, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	<ul style="list-style-type: none"> (Not started) ILT/ admin team to provide learning on effective teacher leaders/ teaming throughout Q1, so teacher leaders can be running meetings by the start of Q2. Tags:ODLSS: Special Education Administrator, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Research and review existing grading policies and procedures throughout the district and special education programs throughout 1st semester of SY 20-21 to start drafting a Rudolph specific handbook by the end of SY 20-21. Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Fair Policies and Systems, ODLSS: Procedures and Standards (Not started) Review the draft handbook with parents and receive feedback throughout 1st semester of SY 21-22 to finalize a Rudolph Grading Policy & Procedural Handbook by the end of SY 21-22. Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Fair Policies and Systems, FACE2: Parent Engagement (Not started) SECAs provided PD overview and options by Admin and/or ODLSS during 1st or 2nd quarter of SY 20-21 to implement throughout SY 20-21 and 21-22. Tags:ODLSS: Instructional Quality, ODLSS: Service Delivery, ODLSS: Special Education Administrator, Teacher Leader Development & Innovation: Teacher Teams (Not started) Admin team to collaborate with RSP team to self identify a classroom and/or teaching planning team to collaborate with on a monthly basis throughout both SYs 2021 and 2022.

Tags:ODLSS: Related Service Providers, Teacher Leader Development & Innovation: Teacher Teams

Strategy 3

If we do...	Support parents in understanding the IEP process/advocating for appropriate LRE, incorporate post secondary training, education and career awareness and experiences into curriculum and visits to high school cluster programs as part of a self-determination curriculum, and incorporate student participation into the IEP process, incorporate student participate as a valuable data piece.
Then we see...	Students participate in a transition curriculum with a focus on postsecondary training, education, career awareness/experiences and independent living, participate in IEP process (including attending meetings). Teachers provide transition instruction (coordinate academics and functional skills with postsecondary plan), participate in visits to high school cluster programs. SECAs support students in development of skills (academic and functional) that are coordinated with postsecondary goals through direct instruction, community experiences, high school visits. RSPs... Parents participate in high school visits, attend informational sessions on transitions, support student at home in acquisition of necessary postsecondary skills, collaborate with the team in order to best support student in transition to highschool/postsecondary life. The development of self-determination and advocacy skills in our students and families, more informed families on the importance of an appropriate LRE setting, and preparation to enter high school.
which leads to...	100% of 6-8th graders participate in transition activities such as visits to high school cluster programs, school/classroom jobs, and self-determination curriculum, including student participation in IEP meetings evidenced by instructional activities in Transition plans, sign-in sheets and notes page in annual IEP meetings.
Budget Description	Transition Planning PD and resources.
Tags	Transitions, College & Career Access, & Persistence, ODLSS: Transition Services
Action steps	<ul style="list-style-type: none"> • (Not started) All staff will participate in the Elementary Transition PD from ODLSS by the end of SY 20-21. Tags:ODLSS: Transition Services • (Not started) All students and families preparing to transition out of Rudolph visit High School and/or Cluster programs by the end of Q3 of SY 20-21. Tags:Transitions, College & Career Access, & Persistence, ODLSS: Transition Services • (Not started) Choose a transition/self-determination curriculum to implement by end of SY 20-21.

	<p>Tags:Curriculum, ODLSS: Parent Involvement Specialists, ODLSS: Transition Services</p> <ul style="list-style-type: none"> (Not started) Provide parents/families with transition supports through training by start of Q4of SY 20-21. <p>Tags:Transitions, College & Career Access, & Persistence, Family & Community Engagement, ODLSS: Parent Involvement Specialists, ODLSS: Transition Services</p>
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Action Plan

Strategy 1

By September 30, 2020, all staff will participate in an Implicit Bias PD and the Problem Solving Process (PSP) of MTSS.

Aug 31, 2020 to Sep 30, 2020 - Admin

By September 30, 2020, Instructional Staff provide culturally relevant, high quality, standards-aligned, differentiated Tier 1 instruction both Academic & Behavioral (SEL).

Aug 31, 2020 to Sep 30, 2020 - ILT

By December 2020, MTSS Team creates a clearly defined Menu of Tier 2 and Tier 3 interventions both Academically & Behaviorally (SEL).

Aug 31, 2020 to Dec 18, 2020 - ILT, RSPs, Teacher Teams, BHT

By March 2021, all students will be identified with Tier 1, 2, 3 supports based on individual assessment results.

Jan 04, 2021 to Mar 31, 2021 - Teachers, BHT, RSPs, ILT

By September 2021, School-based Teams will use PSP when analyzing school-level and grade-level data to inform Tier 1 instruction and Tier 2 & 3 supports-Academic & SEL.

Aug 23, 2021 to Sep 30, 2021 - ILT, Teacher teams, BHT, RSP Team

By January 2022, School-based Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs.

Nov 01, 2021 to Jan 28, 2022 - Teacher teams, Admin, ILT, BHT, RSP Team

Strategy 2

ILT/ admin team to provide learning on effective teacher leaders/ teaming throughout Q1, so teacher leaders can be running meetings by the start of Q2.

Aug 24, 2020 to Nov 02, 2020 - ILT, Admin Team, ODLSS- SEA

Research and review existing grading policies and procedures throughout the district and special education programs throughout 1st semester of SY 20-21 to start drafting a Rudolph specific handbook by the end of SY 20-21.

Sep 08, 2020 to Jan 29, 2021 - Teachers, ILT, SECAs, Admin Team

Review the draft handbook with parents and receive feedback throughout 1st semester of SY 21-22 to finalize a Rudolph Grading Policy & Procedural Handbook by the end of SY 21-22.

Aug 23, 2021 to Jan 31, 2022 - Parents, SECAs, Teachers, PAC/BAC, LSC

SECAs provided PD overview and options by Admin and/or ODLSS during 1st or 2nd quarter of SY 20-21 to implement throughout SY 20-21 and 21-22.

Aug 24, 2020 to Jan 31, 2021 - SECAs, ODLSS- SEA, Admin Team

Admin team to collaborate with RSP team to self identify a classroom and/or teaching planning team to collaborate with on a monthly basis throughout both SYs 2021 and 2022.

Sep 08, 2020 to Sep 30, 2020 - Admin Team, RSP Team, Teacher Teams

Strategy 3

All staff will participate in the Elementary Transition PD from ODLSS by the end of SY 20-21.

Sep 08, 2020 to Jun 25, 2021 - CM, Admin team

All students and families preparing to transition out of Rudolph visit High School and/or Cluster programs by the end of Q3 of SY 20-21.

Aug 24, 2020 to Apr 15, 2021 - Students, parents, Admin Team, RSPs

Choose a transition/self-determination curriculum to implement by end of SY 20-21.

Sep 08, 2020 to Jun 25, 2021 - Admin Team, RSPs, CM, Counselor, ODLSS- Transition, SEA

Provide parents/families with transition supports through training by start of Q4of SY 20-21.

Jan 04, 2021 to Jun 25, 2021 - Parents, students, teachers, SECAs, RSPs, Admin Teams.

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.

Rudolph is a specialty school where every student has an IEP that outlines their specific needs of academic improvement areas that are aligned to the CCSS.

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

We've instituted a WIN (What I Need) Intervention Block for 100% of students to receive targeted interventions, supports & services in deficit areas.

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.

The ODLSS have provided professional learning on task analysis, differentiation and supporting diverse learners aligned to the Quality Indicators of Instruction.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

We utilize Second Step as tier 1 social/emotional instruction for all students. We also use Unique Curriculum and have a BHT that work through the problem solving process to meet individual students' needs.

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

We recruit from within as we have a substantial amount of SECAs, as well as partner with universities.

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.

We create a yearly instructional plan, outlining PD aligned to instructional priorities that is shared with all stakeholders.

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

See information provided in the parent plan for specifics.

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.

Transition literature has been created for parents and staff.

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.

Our rhythms and cycles for the year drive our teacher prep agendas and time spent on examining data and planning for assessments.

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.

Addressed during WIN Intervention period and/or with our BHT depending on area of need.

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.

As we're expanding to middle school we've started learning about transition plans and will be creating and implementing them for qualified students. We have a head start program at the Women's Treatment Center. We have monthly PAC and BAC meetings for our parents where we offer training and additional support.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements,

parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

A Parent Advisory Committee is established every year to review NCLB, Title I school parental involvement plan and policy, and assist in the process of school review and improvement. PAC was established 10/3/19. Title 1 Meeting held 10/3/19. PAC Organizational meeting held 10/3/19.

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 PAC will be held monthly before the parent workshops to encourage attendance to both PAC and Parent Workshop. An Open House before school starts will be offered along with evening Report Card Pick-up hours. Special events for parents and students will be planned through the school year, with monthly informational parent meetings. An annual calendar with all dates will be distributed to parents at the beginning of the school year. The projected meeting date for Title I Annual Meeting and Title I PAC Organizational Meeting is September 24, 2020.

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.

School will respond to any suggestions by the parents by working collaboratively with the principal, LSC and school staff.

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.

School will provide parents a report of their child's performance on the State assessment in math and language arts and reading as reports become available during report card pick-up conference and IEP conferences.

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.

N/A

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.

School will assist parents of participating NCLB 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 by offering monthly parent meetings to cover these topics and any other topics chosen by the parents.

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.

School will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement by offering monthly parent meetings to cover these topics and any other topics chosen by the parents. School will also offer a menu of resources, a Community Resource Fair and outside community agencies to present to the parents.

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.

Communication protocols will be established to ensure at least weekly communication with parents about the progress of their child. An annual calendar with all dates will be distributed to parents at the beginning of the school year, along with robo calls, emails, flyers sent home and principal monthly newsletter. Annual IEPs and Report Card Pick-Up Conferences will be utilized to communicate student progress as well.

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.

School will encourage and support parents in more fully participating in their children's education by partnering with community agencies. Community agencies will be invited to present information for parents.

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 flyers sent home, emails sent and phone communication are done in both English and Spanish to accommodate our Hispanic population.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

The school will provide high quality, age and developmentally appropriate learning experiences that, with an emphasis on literacy and the support of parental participation, ongoing professional development and technology, will enable each child to develop maximum independence, optimal social competence, and the highest intellectual growth.

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.

Two parent teacher conferences will be held at the end of 1st and 3rd quarter that will have evening hours. These conference days will be November 18, 2020 and April 21, 2021. PAC Meetings will take place on monthly based on the preferences of the parents. The year-long schedule will be created once officers are elected..

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

The school will provide parents with frequent reports on their children's progress, including at least weekly communication from the teacher to the parents,

quarterly report cards generated by Gradebook, IEP report cards documenting student progress on IEP goals and classroom progress and annual IEP meetings to discuss completion of IEP goals.

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

School staff will be available for consultations with parents during open house, report card pick-up conference days, by appointments and through emails and phone calls.

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 may volunteer, participate, and observe classroom activities by volunteering and participating in special school events and making appointments to observe classrooms with the teachers.

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

Parents will be involved in their children's learning by receiving weekly communication of student progress. During IEP conferences, student progress is discussed along with how parents can help students at home.

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

Parents will participate in decisions relating to the education of their children through participation in monthly PAC and LSC meetings and annual IEP 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).

Parents will assist students with the responsibility for improved student academic achievement by communicating with the teachers weekly, at parent teacher conferences and annual IEP meetings.

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 school goal is to increase student academic achievement through parental involvement by providing monthly parent meeting to provide additional resources for parents to assist their children. Topics for training will be determined by local PAC and BAC committees each year. - SY 20/21 PA fund is \$365.

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.	\$290.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$75.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00