

Irma C Ruiz Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Marla Elitzer	Principal	maelitzer@cps.edu	Has access
Vauncia Allen	Assistant Principal	vmallen@cps.edu	Has access
Carmen Malave	ELPT	cirosado1@cps.edu	Has access
Ibett Ortiz	Literacy Lead/Interventionist/Primary	iortiz1@cps.edu	Has access
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Ani Diaz	6-8th Grade	amdaniel@cps.edu	No Access
Denise Escoto	Diverse Learner Supports	descoto@cps.edu	No Access
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Debra Zygowicz	Specials Teacher	dszygowicz@cps.edu	No Access
Kevorkian Theresa	6-8th Grade	tdkevorkian@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/31/2020	Staff	Data Review/SEF
01/31/2020	Malave, Ortiz, Allen	SEF review
02/13/2020	CIWP team	SEF ratings review, CIWP process
02/18/2020	CIWP Team	Area of Critical Need, Goals
02/24/2020	CIWP Team	Root Cause Analysis
04/13/2020	CIWP Team	2 Strategies/ToAs/Tags

Date	Participants	Topic
04/15/2020	CIWP Team	2 Strategies/ToAs/Tags
04/21/2020	CIWP Team	Action Steps Strategy 1
04/22/2020	CIWP Team	Action Steps Strategy 2
04/29/2020	CIWP Team	Action Steps Strategy 2
04/21/2020	Carmen Malave, Ibett Ortiz, Marla Elitzer	Parent Family Plan
04/29/2020	CIWP Team	Action Steps Strategy 3
05/06/2020	CIWP Team	Action Steps Strategy 3 & 4

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 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
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Mission statement, Cycle of Learning, GLM agendas, Teacher Leaders: ILT, SEL, BHT, MTSS, Teacher PD schedule, data and data protocols
- 3 - Structure for Continuous Improvement

- 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Mission statement, Cycle of Learning, ILT, GLM agendas, ILT, SEL, MTSS, LSC reports/agendas/minutes, Teacher PD schedule and Leaders list, data and data protocols, Reach schedule, Hiring team members

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 2 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:** 2018-19 Cycles of Learning on aligning Math Curriculum, Grade Level Blueprints, GLM and ILT agendas, Purchase Orders, Inventory, Unit Plans
- 2 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 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
 - 3 Provide students frequent, informative feedback
 - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Teacher Goal Setting, Unit plans, assessments, SEL curriculum
- 2 - Balanced Assessment and Grading

- 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 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
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Unit plans, grade level assessments
- 3 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C 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)
 - 4 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)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 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)

- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 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)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 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)
- 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)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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:** MTSS agendas, data, teacher data folders, MTSS intervention tool, MTSS Tiering Criteria
- 1 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 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:** counselor's EBIP, Naviance, HS fair,

Quality and Character of School Life

- 3 - Relational Trust
 - 2 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)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Second Step and Paths, Restorative Practice Grant/Coach, RP meeting agendas
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** Middle school unit plans, Student Voice Committee notes, agendas, Changing Worlds/Poder partnerships
- 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)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Positive Behavior Expectations posted, classroom schedules, Ruiz Matrix Discipline Referral system and Logger
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- **Evidence:** SEL curriculum, Restorative Practice PD school wide, Trauma Informed PD by Lurie's Childrens Hospital and Michelle Jackson N7, AP for referrals, MTSS for Tier II behavioral needs
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Staff uses Parent Contact Log, MTSS team in place, School events including Open House, Curriculum Nights, Movie Nights, Dance, Concerts and Assemblies. Open Meetings for parents/workshops, BAC, PAC, LSC, Parent Mentors, Dancing with Class, Changing Worlds, Poder, Common Threads-focus on SEL throughout their curriculum

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
1	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	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: 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	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	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	SQRP % of students making sufficient Annual Progress Access
Root Cause 1	Lack of guidelines and clear expectations of native language and ESL instruction Prek-8.
Area of Critical Need 1	SQRP % National School Attainment Reading 2nd Grade
Root Cause 2	As a school, we are not using progress monitoring data to inform our planning leading to inconsistent instruction.
Area of Critical Need 3	SQRP % National School Attainment Math 2nd Grade
Root Cause 3	Ineffectively pacing curriculum according to student needs aligned with standards

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS We chose this metric because based on our SEF and instruction around engaging all learners in content areas, needs to be differentiated and opportunities need to be integrated for all learners.	EL		40.00	45.00
SQRP: National School Attainment Percentile - Math (Grade 2) We chose this metric because our students are not meeting grade level standards in math in 2nd grade. We understand a foundation of learning in k-2 is setting students up for success. We will work on persisting and adjusting instruction in K-2.	Overall		26.00	31.00
SQRP: National School Attainment Percentile - Reading (Grade 2) We chose this metric because our students are not meeting grade level standards in reading in 2nd grade. We understand a foundation of learning in k-2 is setting students up for success. We will work on persisting and adjusting instruction in K-2.	Overall		37.00	42.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) We chose this because we see the need to plan and assign tasks for our diverse learners that are cognitively challenging for individual students and require students to provide evidence of their reasoning.	Students with IEPs		63.00	68.00
(Blank)				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey			100.00	100.00	100.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
We are working on supportive environment.					

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	develop guidelines and expectations for Native Language and ESL instruction in PreK-8th grade
Then we see...	Explicit instruction around Native Language and ESL
which leads to...	an increase of 5%t for students making annual progress as measured by ACCESS
Budget Description	We will need to create learning around best practices. This learning can take place during our grade level meetings or PD days. We would like to purchase supplemental Spanish materials for content areas.
Tags	OLCE
Action steps	<ul style="list-style-type: none"> (Completed) Analysis of ACCESS scores across all grades Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, OLCE (On-Track) Establish guidelines for ESL and Native Language instruction based on proficiency levels across all grades. Tags:OLCE (On-Track) SIOP Model of Instruction-Focus on Can Do Descriptors, Language Objectives, and Daily Vocabulary Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OLCE

	<ul style="list-style-type: none"> (On-Track) Identify and implement tool for Progress Monitoring English Language Proficiency (Sept-Nov) <p>Tags:Assessment: Monitoring Student Learning to Support Growth, OLCE</p>
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Strategy 2

If we do...	use progress monitoring data to inform our planning in literacy Prek-8th grade
Then we see...	a balanced literacy block which includes differentiation and scaffolding based on student needs
which leads to...	an increase of 5% in reading attainment by EOY22 as measured by NWEA.
Budget Description	ODLSS, OECE, and ISL support needed, provide culturally relevant materials,
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, ODLSS: Instructional Quality, OECE: P-2 Balanced Literacy, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Develop collective understanding of Balanced Literacy components and monitor implementation and delivery of instruction across PK-8 Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (Not started) Plan instruction utilizing differentiation and scaffolding techniques based on training utilizing informative assessments Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (On-Track) Review and implement MTSS process with fidelity-every 5 weeks Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Fidelity of Implementation (On-Track) Plan tiered instruction that includes progress monitoring tool Tags:Instruction, Assessment: Checkpoint Student Assessment System, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction (On-Track) Using student work and data, use protocols and school (or band-wide) to calibrate students strengths and need and make adjustments

	<p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> (Not started) Phonics instruction in early childhood classrooms <p>Tags:OECE: P-2 Balanced Literacy</p>
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Strategy 3

If we do...	plan instruction utilizing the mathematical practices and a balanced math block
Then we see...	students developing a conceptual understanding of math concepts in Prek-8th grade
which leads to...	an increase of 5% in math attainment by EOY22 as measured by NWEA.
Budget Description	
Tags	Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> (Not started) Identify and define components of balanced math block- Whole Group, Number Talks, Problem of the Month, teacher led responsive and independent grouping Tags:Math: Rigorous Tasks (Not started) Define and Understand Math Practices Tags:Math: Rigorous Tasks (Not started) Develop timeline with dates for Math Scope and Sequence and monitor pacing progress Tags:Math: Equitable Access (Not started) Demonstrate application of math practices through School-wide Problem of the Month K-8 Tags:Math: Rigorous Tasks (Not started) Look at Student Work-Check in: Evaluate pacing progress, scaffolding, differentiation - minimum quarterly Tags:Assessment: Checkpoint Student Assessment System (On-Track) Review and implement MTSS process with fidelity every 5 weeks

	Tags:MTSS: Fidelity of Implementation
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Strategy 4

If we do...	put school-wide structures in place around communication and decision-making opportunities that are inclusive and transparent and elevate student voice
Then we see...	an increase in student investment and commitment to learning and the school culture, as well as a sense of belonging among all school stakeholders
which leads to...	improved student outcomes in SEL, attendance, and 5 Essentials data.
Budget Description	
Tags	Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> • (Not started) Use the CPS Student Voice 360 Self Assessment Matrix to determine current status of classroom and school readiness for youth participation and implications for growth. Tags:Student Voice, Engagement, and Civic Life • (Not started) Provide evidence of student to student discourse and student choice through unit plans, observations, and learning walks Tags:Student Voice, Engagement, and Civic Life, Literacy: Key Practice #2- Extensive Discussion to Build Academic Language • (Not started) Teachers will include a personal professional goal for increasing student voice within the classroom (consistent with the Framework for Teaching, component 3B and the Hart’s ladder of Youth Engagement), and progress towards the goal will be revisited quarterly during grade level meetings. Tags:Instruction, Student Voice, Engagement, and Civic Life

Action Plan

Strategy 1

Completed Oct 21, 2020

Analysis of ACCESS scores across all grades

Aug 31, 2020 to Sep 30, 2020 - ELPT and Classroom Teachers

On-Track Oct 21, 2020

Establish guidelines for ESL and Native Language instruction based on proficiency levels across all grades.

Sep 14, 2020 to Jan 29, 2021 - ELPT and ILT

On-Track Oct 21, 2020

SIOP Model of Instruction-Focus on Can Do Descriptors, Language Objectives, and Daily Vocabulary

Nov 16, 2020 to Jun 17, 2022 - ELPT, Gricelda Perez, Aracely Sanchez

On-Track Nov 02, 2020

Identify and implement tool for Progress Monitoring English Language Proficiency (Sept-Nov)

Nov 16, 2020 to Nov 16, 2020 - ELPT, Admin, ILT

Strategy 2

Develop collective understanding of Balanced Literacy components and monitor implementation and delivery of instruction across PK-8

Aug 28, 2020 to Jun 10, 2022 - ILT and All teachers, ISL/N7

On-Track Dec 08, 2020

Review and implement MTSS process with fidelity-every 5 weeks

Aug 21, 2020 to Jun 17, 2022 - MTSS leads, All teachers

Plan instruction utilizing differentiation and scaffolding techniques based on training utilizing informative assessments

Aug 21, 2020 to Jun 10, 2022 - ILT and All teachers

On-Track Nov 02, 2020

Plan tiered instruction that includes progress monitoring tool

Oct 09, 2020 to Jun 10, 2022 - ILT

On-Track Nov 02, 2020

Using student work and data, use protocols and school (or band-wide) to calibrate students strengths and need and make adjustments

Nov 06, 2020 to Jun 10, 2022 - ILT, Classroom teachers

Phonics instruction in early childhood classrooms

Sep 11, 2020 to Sep 12, 2020 - Admin, ISL

Strategy 3

Identify and define components of balanced math block- Whole Group, Number Talks, Problem of the Month, teacher led responsive and independent grouping

Sep 11, 2020 to Oct 09, 2020 - ILT, Classroom teachers

Define and Understand Math Practices

Sep 11, 2020 to Jun 10, 2022 - ILT, Classroom teachers

Develop timeline with dates for Math Scope and Sequence and monitor pacing progress

Sep 11, 2020 to Oct 09, 2020 - ILT, Classroom teachers

Demonstrate application of math practices through School-wide Problem of the Month K-8

Sep 11, 2020 to Jun 10, 2022 - Grade Level, Classroom teachers

Look at Student Work-Check in: Evaluate pacing progress, scaffolding, differentiation - minimum quarterly

Sep 11, 2020 to Jun 10, 2022 - Classroom teachers

On-Track Dec 08, 2020

Review and implement MTSS process with fidelity every 5 weeks

Sep 11, 2020 to Jun 10, 2022 -

Strategy 4

Use the CPS Student Voice 360 Self Assessment Matrix to determine current status of classroom and school readiness for youth participation and implications for growth.

Sep 11, 2020 to Oct 09, 2020 - Teachers

Provide evidence of student to student discourse and student choice through unit plans, observations, and learning walks

Sep 11, 2020 to Jun 10, 2022 - Teachers, Administration, ILT

Teachers will include a personal professional goal for increasing student voice within the classroom (consistent with the Framework for Teaching, component 3B and the Hart's ladder of Youth Engagement), and progress towards the goal will be revisited quarterly during grade level meetings.

Sep 11, 2020 to Jun 10, 2022 - Teachers, Administration

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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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 comprehensive needs assessment consists of annual review of CIWP, SQRP data, and teacher feedback that is monitored by Leadership Teams such as the Instructional Leadership team and the CIWP team. The plan is reviewed and updated based on the progress of the action items selected for the duration of the plan. The school wide program plan is available to CPS, parents, and the public through various platforms including but not limited to parent meetings.

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

Ruiz Continuous Improvement Plan consists of Instructional, Curricular, and Student Voice strategies and action items that ensure all learners (Diverse Learners and English Learners) have opportunities to meet proficient and advanced levels of academic achievement.

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.

Ruiz Elementary School will focus on Balanced Literacy and Balanced Math components to strengthen core instruction in all classrooms with an emphasis on Multi-Tiered Systems of support to accelerate and intervene based on students strengths and areas of growth.

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).

Ruiz Elementary School's focus on Multi-Tiered Systems of Support include additional supports and interventions for students who are identified as Tier II or Tier III in academic and social emotional areas based on school developed criteria. This system helps identify and proactively support students based on their specific needs. In school counselor, nurse, case manager, and partnerships with community organizations support the efforts for student intervention. The school has engaged in professional development around Restorative Practices that will continue to be implemented and monitored.

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

At Ruiz Elementary School we pride ourselves in building a community that attracts and maintains high-quality, highly-qualified teachers. Our continuous partnerships with universities and district initiatives provides the opportunities for interested and qualified individuals to learn more about our school and the potential for them to become part of our team.

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 highly qualified staff engages in Content/SEL specific professional development that supports school educational initiatives such as: Balanced Literacy, SIOP, CPS Summits, Network Driven School Leads PD, Creative School Fund, Parent Mentor ship Program, Sexual Health Educational Training, Attendance Training and Restorative Practices

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

Ruiz Elementary School hosts parent information meetings, training and volunteering opportunities through our Parent Mentor ship program and Friends of Ruiz Committee.

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.

Ruiz Elementary School will work on building a community to support the transition from early childhood programs to the local elementary program. Transition might include but not limited to: Book Buddies, parent meetings regarding Ruiz extracurricular programs (art, music, sports programs, special programs), assembly young buddy system, Computer Buddies

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.

Ruiz Instructional and CIWP teams is comprised of grade level representation and representation from EL teachers, Diverse Learner Teacher, and administration. This representation ensures that the team uses different measures to make informed decisions regarding the use of academic assessments to improve student achievement and overall instructional program.

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.

Ruiz Elementary School Academic and SEL tiering criteria is our guide in identifying students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards based on measures such as DIBELS/IDEL, NWEA, and on-track data. Assessment and on-track/off-track data is analyzed every five weeks to determine acceleration and intervention supports for all students.

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.

Ruiz Elementary School's Behavior Health Team focuses on providing supports to students and families around violence prevention programs, nutrition programs such as Common Threads and Breakfast in the Classroom, housing programs, etc.

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.

Ruiz Elementary School will hold their Principal Annual Title I meeting and Organizational Meeting on October 21, 2020. Bilingual flyers and Electronic Communication informing parents of this meeting will be sent out to all families. Information will also be posted on the school's website for parents to refer to it. Flyers will also be posted by entrance of the school.

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 school will have parent committee meetings to inform all stakeholders of the school's engagement plan and policy for review and improvement. Principal and Bilingual Lead Teacher as well as the Literacy Coach will provide parents information regarding Title I Program at the annual Title I Program meeting scheduled for September 24th, 2020 at 8:30 a.m. Principal will discuss instructional priorities, assessment tools and student academic growth and growth targets.

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.

Ruiz will have regular parent meetings that address parent concerns such as but not limited to instruction, parental involvement, Math, Reading, and data review. Coaches, Literacy/Math/Bilingual, and Case Manager (IEP) will collaborate to ensure all areas are addressed for parents.

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 reports will be sent home for parent review in a timely manner. ACCESS Reports will also be sent home. EL Program Teacher and Literacy Coach will provide parent workshops in which the focus will be to help parents understand Assessment Results in ACCESS and other assessments.

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.

A letter is generated through CPS central office to be distributed to parents, in English and Spanish informing parents of teacher "highly qualified" status. Principal will respond to parent requests regarding their child's teacher "Highly Qualified" status in written form.

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.

Regular NCLB TITLE I meetings will focus on achievement standards; assessment review and expectations, and on how parents can monitor their child's progress and work with the educator. During IEP meetings regular classroom teachers and EL Program Teacher take an important role in the development and communication of the IEP to the parent. Teachers will communicate with parents every five weeks to

inform them of student's academic achievement or needed supports (MTSS) through progress reports and report card conferences.

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.

Parents will be encouraged to take part in the network and district parent BAC and Title I meetings to serve as a resource for the rest of the parent community at Ruiz. NCLB Title I funding provides opportunity to parents to register and attend workshops around academic achievement around Common Core Standards and Bilingual Education best practices. Ruiz provides parents with annual training opportunities on how to access Parent Portal. Ruiz also attempts to host an annual Literacy or Math Family Night in efforts to involve families in academic best practices taking place in the classroom.

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.

Teachers are encouraged to maintain adequate and regular updates in Aspen so that Parent Portal information is available to parents with the most recent updates. Teachers have made efforts to attain all parents email addresses to increase parent communication. Bilingual Lead Teacher implements and coordinates parent workshops and parent training to support the classroom focus in Math and Reading and technology around Google Classroom and Google Meets/Chats.

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.

All parents are invited to our monthly BAC and Title I meetings at Ruiz Elementary School. All parents are invited to participate in Family Literacy and Math Night events as well as the performing arts events. Training for parents will be provided around Google Classroom and Google Meets/Chats.

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 communications regarding student progress, scheduled event or meetings, disciplinary actions, and other school related communications are delivered to parents in both languages- English and Spanish. During IEP meetings, if parents are Spanish Speakers the case manager ensures that we have a translator at the meeting. A list of available translators is posted in the school's main office. Our office clerks are bilingual in Spanish and English. During parent conferences a bilingual staff member is assigned to classrooms in which the teacher is not bilingual. All of our parent meetings and/or workshops are either bilingual or translated based on the audience need.

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.)

Our mission is to provide an educational experience that prepares all students to be critical thinkers and college and career ready by focusing our efforts on increasing achievement in literacy through a rigorous balance of focused instruction driven by data, common core standards, the arts, and health and nutrition education.

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.

We have averaged a 95% Parent-Teacher Conference. Teachers /Parents have the option to schedule mini-appointments upon request. Bilingual translators are available as needed along with all the ?special? teachers, i.e. Music, Art.

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

Parent portal, Primary Weekly Folders, NWEA (BOY) (MOY) Parent teacher Notice of Concern ? Progress Monitoring ? DIBELS and TRC Conference. Student Academic and Social Emotional tiering will be provided to parents every five weeks.

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

Parents may schedule visits and conferences with their teachers. Teaching staff are available during their preparation period. Visits and conferences may be in person or virtual through Google Meets/Chats.

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.

All volunteers will follow relative procedures in accordance with the CPS Volunteer Policy. Parents will have an opportunity to be part of the Parent Mentors Program through the Resurrection Project. Ruiz provides Parent volunteer opportunities for all academic and social activities.

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

Parents will support their children's learning by ensuring that their children come to school on a daily basis and on time. Parents will be notified if student attendance is a concern through 5 or 10 day attendance notifications. Parents will also receive MTSS letters communicating if their student is in need of additional academic or social emotional supports through small group of one-on-one interventions. Five week progress reports will also be sent home to inform parents of student's academic status. If student are not meeting standards parents will receive a remediation plan indicating the steps that will be taken to ensure student academic growth.

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 by engaging in the CIWP process with school's stakeholders. LSC Meetings take place monthly and parents are part of the committee and are also invited to all meetings. PAC information is provided to all parents via school calendar, meeting flyers and website. Parents are encouraged to continue communication through the different platforms available to them such as Google classroom, Aspen, Parent Portal, emails, phone calls, and coffee with the principal.

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).

In order to assure academic achievement teachers support their students in setting individual goals and monitoring their own progress towards achievement or setting new goals. It is Ruiz's priority to ensure we are providing opportunities for Student Voice. School wide structures will be developed to ensure student's are involved in school decision making.

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.

We will increase student academic achievement through parental involvement by focusing on Math, Reading and Social Emotional best practices that parents can practice at home with their children. These experiences will be an extension to the research based best practices that take place in the classroom. Parents will learn the research and methods to apply such practices through the use of games and family engagement activities. Training will also be provided to parents around the different instructional platforms like Google Classroom, Google Meets, and Google Chats.

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

Account(s)

Description

Allocation

<p>51130, 52130</p>	<p>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.</p>	<p>\$0.00</p>
<p>53405</p>	<p>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.</p>	<p>\$1561.00</p>
<p>53205</p>	<p>Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	<p>\$475.00</p>
<p>54125</p>	<p>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)</p>	<p>\$1000.00</p>
<p>54505</p>	<p>Admission and Registration Fees, Subscriptions and memberships For Parents use only.</p>	<p>\$400.00</p>
<p>54205</p>	<p>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.</p>	<p>\$400.00</p>
<p>54565</p>	<p>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.</p>	<p>\$100.00</p>
<p>53510</p>	<p>Postage Must be used for parent and family engagement programs only.</p>	<p>\$0.00</p>
<p>53306</p>	<p>Software Must be educational and for parent use only.</p>	<p>\$0.00</p>
<p>55005</p>	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.</p>	<p>\$0.00</p>

