William H Ray Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/14/2020	Anna, Michelle, Abby, Luke, Frank, Sam, Ms. H, Ashley, Andrea	Team identification, scheduling meetings
02/11/2020	Anna, Abby, Luke, Frank, Sam, Ms. H, Ashley, Eleni, Christa, Andrea	SEF Ratings
02/25/2020	Anna, Abby, Luke, Ms. H, Christa, Andrea	Framework Priorities / Goals

Date	Participants	Topic
04/17/2020	Online - google classroom	Revising Theory of Action or "Strategies"
04/30/2020	Luke, Christa, Andrea, Erica, Luke, Eleni	Revising Theory of Action or "Strategies"
05/07/2020	Luke, Christa, Andrea, Erica, Luke, Eleni	Writing Action Steps
08/20/2020	Open Meeting 32 attendees	Remote Learning Planning
10/16/2020	BSmith, Garcia, Luke, AWalker, Craig, Krecik, McGehee, Tines, Hrvojevic, Nieto & Perry	New ILT Vision, 5/10WK Assessments, IL Empower Grant, MTSS/Failure Rate
11/20/2020		

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 4 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: Weekly Bulletin sent to staff, monthly LSC meetings to go over CIWP and ILT goals, announcements in staff lounges and main office bulletin board
- 2 - Structure for Continuous Improvement
  - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- o 2 Design professional learning (PL) to achieve school-wide improvement goals
- o 3 Design and implement school day schedules that are responsive to student needs
- o 3 Align the budget to the CIWP priorities and the mission of the school
- o 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- o 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)
- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: - Weekly Grade Level Meetings - Data Reflection Protocol completed occasionally, but not regularly - Instructional Leadership Team meets regularly and is representative - Professional Problems Committee - Staff attends professional development regularly, but do not have many opportunities to share learning - CPS instructional block guidelines are posted and followed in some classrooms, but not all - Grant money used for Wilson materials, C-ROAR and Lookingglass training to address CIWP goals - No collaborative hiring team - PPC and Michigan State University and other student teaching pools supply a small hiring pool - New teachers are not consistently given mentors - PTO/LSC and other community committees of board are actively involved in making improvements to school climate - Examples of student work are evident, but often out-of-date - PBIS matrices and Ray School mission are posted throughout the school - PBIS photos with student quotes

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 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
  - o **Evidence**: Teachers create plans that address both SEL and academic learning. We implement calm classroom daily as well as Second Step to address Social Emotional learning. Teachers create tasks that match student understanding and experiences. Teachers use a variety of methods and texts to support all learners.
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning

- o 3 Provide students frequent, informative feedback
- o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- o **Evidence**: Teachers work in differentiated work stations to best meet the needs of the students. Teachers plans include a variety of ways for students to access material based on their learning needs. Students take ownership in their learning by demonstrated reflective practices. Teachers use formative assessments to make adjustments to curriculum as needed. Students take part in project based work that aligns with their learning interests and aligns with standard based learning objectives.
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 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
  - o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Teachers and grade-level teams develop assessments for all learners, to progress monitor and check for understanding. -Grade Levels have shared plans, assessments, and rubrics. District assessments (NWEA), and both formative and summative assessments are used in classrooms to establish reading and math groups and assessments. Assessments are used to screen students and provide supports if needed and differentiate instruction. GLT meet weekly and review grade-level and school wide data, as well as reviewing grading systems/p[practices that are consistent and accurate among grade-levels.
- 2 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 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)

- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 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)
- 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 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)
- 1 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 1 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)
- 1 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: Staff are untrained or unaware of MTSS processes like the PSP, tiering, progress monitoring, and entering data into MTSS software. Accountability measures and systems are lacking. No behavioral health team or MTSS team are established. Formal systems of communication and collaboration are lacking. We need uniform research-based diagnostic tools for determining interventions, rather than using NWEA scores. We need a menu of interventions and supports for all three tiers. We need to collaborate with families on MTSS progress monitoring and interventions. Need school-wide progress monitoring systems for tiers 2 and 3.
- • 2 - Transitions, College & Career Access, & Persistence
  - o 2 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 2 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: High School Fair College banners displayed

Quality and Character of School Life

- • 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: 1. Internal counselor survey results 2. Middle School student survey on trusted adults 3. CICO 4. Individuals or teacher teams have trusted adult go-to's for students who need Tier 2-3 supports
- • 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)

- o 3 Authentically interact with community and civic leaders
- o 3 Engage with their community
- o 2 Take informed action where they work together to propose and advocate for solutions
- o 2 Experience a schoolwide civics culture
- o **Evidence**: Already being done 1. America and Me film series 2018-19 2. C-ROAR 3. International Night, other PTO culturally specific nights, teacher lead family nights 4. 6th grade studies world religions in SS 5. Other SS projects (need SS teacher input) 6. SEL circles and morning meetings in some classes 7. Facing History 8. Pilot Light 9. Advocacy Club 10. 5-essentials survey results 11. Student led petitions 12. Environmental Group petitioning Chicago City Council for styrofoam ban 13. Mr. McNaughton speaker series 14. Arts Partners: Revival, Hyde Park Art Center, etc 15. Garden Committee 16. Family Night guest presenters To be expanded upon/started 1. Staff-supported Student Council 2. Organic, student-led activism 3. School-wide communication about student-led democratic actions as they occur 4. Staff support for student voice opportunities 5. Compensation for dedicated student-teacher liaison 6. School-wide civic mission statement 7. Collaboration time and professional development to create school-wide civic mission 8. Restorative practices for conflict resolution between students as well as between staff
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Culture & climate committee ILT, PBIS, Calm Classroom, Second Step, Classroom Rules/procedures posted
- 2 - Supportive and Equitable Approaches to Discipline
  - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 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)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: CICO, circles, class partnerships, equity committee of ILT, Restorative practices for conflict resolution between students as well as between staff
- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback

- o 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 1 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 2 Partner equitably with parents speaking languages other than English
- o 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**: 5 essentials, Teacher survey, parent survey, Parent Portal, Dojo (translation option), teacher blog, NSP, Hyde Park Refuge Program, H.E.L.P. tutoring, Pilot Light, Junior Achievement, Looking Glass, Big Green, blogs, teacher websites, Parent Family Night, PTO, Volunteer process help, coffee with the principal.

School Excellence Framework Priorities

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

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	Quality and Character of School Life: Student Voice, Engagement, and Civic Life
Root Cause 1	Not all students are invested or engaged in their school community and or learning. Approaches to support students with this are haphazard.
Area of Critical Need 2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum
Root Cause 2	Sub-par creation and/or inconsistent implementation of curriculum for every content area at every grade level.
Area of Critical Need 3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement
Root Cause 3	Continuous improvement cycles and initiatives not implemented with fidelity in every single classroom.
Area of Critical Need 4	Depth and Breadth of Student Learning and Quality Teaching: MTSS
Root Cause 4	Structures, teams and professional development are lacking in MTSS system and supports.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2 (Math) Student performance dipped from 77% attainment in 2017-2018 to 60% in 2018-2019. *Goal: to achieve 5 year goal, % difference was divided across 5 years.	Students with IEPs		25.00	40.00
	African American Male		36.00	47.00
Vision: NWEA Attainment G2-8 (Math) Student performance dipped from 77% attainment in 2017-2018 to 60% in 2018-2019. *Goal: to achieve 5 year goal, % difference was divided across 5 years.	Students with IEPs		22.00	33.00
	African American Male		50.00	55.00
Vision: NWEA Growth G3-8 (Math) Student performance dipped from 59% growth in 2017-2018 to 54% in 2018-2019. *Goal: to achieve 5 year goal, % difference was divided across 5 years.	Students with IEPs		45.00	50.00
	Latina (Female)		50.00	54.00
Vision: NWEA Attainment G2 (Reading) Student performance dipped from 75% attainment in 2017-2018 to 62% in 2018-2019. *Goal: to achieve 5 year goal, % difference was divided across 5 years.	Students with IEPs		24.00	37.00
	African American Male		40.00	49.00
Vision: NWEA Attainment G2-8 (Reading) Student performance was consistent from 2017-2018 to 2018-2019 (65% to 66%), but diverse learner growth was below average. *Goal: to achieve 5 year goal, % difference was divided across 5 years.	Students with IEPs		23.00	34.00
	EL		54.00	57.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey School Rating Dropped during 2019-2020. Goal is to improve to all areas, but specifically Supportive Environment (and results from student responses) and Ambitious Instruction.				5.00	5.00

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...	engage students and increase student voice to improve school culture
Then we see...	invested students with ownership in their school and pride in one's self with the desire to become active citizens in their communities
which leads to...	students understanding and caring about their one learning, students caring about each other and their community, an increase in supportive environment from "weak" to "strong" on 5 essentials data: and an increase in student/teacher trust (5 Essentials data: up from dry Weak).
Budget Description	Professional development on the following topics: restorative practices and equitable student voice & practices
Tags	OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	• (Not started) During GLM teachers will provide feedback on such topics as incentives, culture & climate, upcoming events and school-expectations Tags:OSEL: Supportive and Equitable Discipline Practices

Strategy 2

If we do...	Increase integration of technology within all content areas to promote the use of intervention software, literacy, math & science activities, google meet conferencing, and to

	access a wide of variety high quality texts with standards-aligned curriculum and assessments that are consistently reviewed by teacher teams, and
Then we see...	Increased level of higher student engagement, increased keyboarding skills for all students with additional support for our diverse learners and collaboration and students can learn useful life skills through technology to improve curriculum in all contents
which leads to...	filling academic gaps between diverse learners and sub groups and improved on-track data, higher learning expectations, a more equitable learning experience across classes and grades, better alignment to standard and assessment, and an increase in students? NWEA (scores TBD) and ?On Track? performance (Goals: 20-21: 60%, 21-22: 65%).
Budget Description	Curriculum Stipends to pay content and/or grade level leaders to review curriculum Professional development to train staff to review curriculum
Tags	Curriculum, Assessment: Curriculum Equity Initiative, Literacy: Key Practice #5-Creating Content in a Digital Environment, MTSS: Curriculum & Instruction, Math: Curriculum
Action steps	• (Not started) Tags:Assessment: Curriculum Equity Initiative

Strategy 3

If we do...	Establish cycles of continuous improvement regularly and with fidelity with teachers leading the work,
Then we see...	Staff members consistently implement Ray-identified strategies for students' academic, behavioral and social-emotional needs,
which leads to...	Increase in "On Track" Performance to 60% (20-21) and 65% (21-22) and an increase to "Well Organized" on the 5 Essentials Survey.
Budget Description	Distributed leadership and stipends for ILT members to lead the work
Tags	Structure for Continuous Improvement
Action steps	• (Not started) CIWP subcommittees will meet to contribute <= 3 accountability questions per CIWP focus area AND a timeline that will be combined to form a GLT Google Form. Tags:Structure for Continuous Improvement, Curriculum, MTSS, Student Voice, Engagement, and Civic Life, CBE: SEL Integration, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) During weekly team meeting, grade level and department teams will complete a uniform document in Google Forms to address the CIWP strategies for Curriculum, Student Voice & MTSS.

Tags:Structure for Continuous Improvement, Curriculum, MTSS, Student Voice, Engagement, and Civic Life

- (Not started) Quarterly review, reflection and/or instructional shifts based on data from GLTM Google Form to inform professional development and grade-level instructional goals.

  Tags:Structure for Continuous Improvement, Curriculum, MTSS, Student Voice, Engagement, and Civic Life, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment

- (Not started) Fund PD based on CIWP focus areas and reflections from GLTM Google Form reporting/reflection and student-driven data (NWEA, ACCESS, REACH, end-of-unit summative assessments, on-track data, MTSS, Student Voice). Anticipated needs include (1) vertical/content area planning time with coverage (sub/missed prep makeups to observe restorative justice/peace circles/instructional rounds) (2) professional books (3) Professional development providers

  Tags:Structure for Continuous Improvement, Curriculum, MTSS, Student Voice, Engagement, and Civic Life, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSSE: Attendance & Truancy

Strategy 4

If we do...	Establish an MTSS leadership team, system structures and professional development to support staff members as they implement MTSS,
Then we see...	Students consistently (weekly) receive universal and differentiated interventions based on academic, behavioral and social-emotional needs and performance will be monitored, adjusted and supported by MTSS team,
which leads to...	Increased academic and on-track performance as it aligns to our vision goals in standardized assessment and decreased discipline referrals
Budget Description	Full-time allocation for ESL teacher Full-time allocation for Case Manager *both team members can then lead the MTSS group of team members Professional development Research-based diagnostic tools Progress monitoring tools Substitute teacher coverage Compensation for MTSS/BHT team members
Tags	MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	- (Not started) Prior to August PD, the ILT MTSS Committee will research and purchase evidence-based diagnostic tools and progress monitoring tools for school-wide use.

	Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring
	• (Not started) Within the first quarter, the ILT and school administration will create a school-based MTSS team, including the school counselor, which will meet on a monthly basis to monitor the fidelity of implementation of school-wide MTSS practices. Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
	• (Not started) Prior to and during August PD, The ILT MTSS Committee will create and implement school-wide professional development sessions aligning to diagnostic and progress monitoring tools and implementation of MTSS practices. Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

Action Plan

Strategy 1

During GLM teachers will provide feedback on such topics as incentives, culture & climate, upcoming events and school-expectations

Dec 07, 2020 to Feb 01, 2021 - Administration ILT Technology Team

Strategy 2

Aug 31, 2020 to Jun 18, 2021 - Administrators Teachers Teaching Staff

Strategy 3

During weekly team meeting, grade level and department teams will complete a uniform document in Google Forms to address the CIWP strategies for Curriculum, Student Voice & MTSS.

Sep 08, 2020 to Jun 21, 2022 - grade level teams, department teams, admin, ILT

Quarterly review, reflection and/or instructional shifts based on data from GLTM Google Form to inform professional development and grade-level instructional goals.

Nov 02, 2020 to Jun 21, 2022 - ILT, admin, grade level teams, department teams

Fund PD based on CIWP focus areas and reflections from GLTM Google Form reporting/reflection and student-driven data (NWEA, ACCESS, REACH, end-of-unit summative assessments, on-track data, MTSS, Student Voice). Anticipated needs include (1) vertical/content area planning time with coverage (sub/missed prep makeups to observe restorative justice/peace circles/instructional rounds) (2) professional books (3) Professional development providers

Sep 08, 2020 to Jun 21, 2022 - ILT, admin, LSC, grade level team, department teams, PTO

CIWP subcommittees will meet to contribute <= 3 accountability questions per CIWP focus area AND a timeline that will be combined to form a GLT Google Form.

May 20, 2020 to Jun 22, 2020 - ILT, admin, grade level teams, department teams

Strategy 4

Prior to August PD, the ILT MTSS Committee will research and purchase evidence-based diagnostic tools and progress monitoring tools for school-wide use.

May 11, 2020 to Nov 01, 2020 - Administration, ILT committee, MTSS team

Within the first quarter, the ILT and school administration will create a school-based MTSS team, including the school counselor, which will meet on a monthly basis to monitor the fidelity of implementation of school-wide MTSS practices.

May 11, 2020 to Nov 01, 2020 - Administration, ILT committee, MTSS team

Prior to and during August PD, The ILT MTSS Committee will create and implement school-wide professional development sessions aligning to diagnostic and progress monitoring tools and implementation of MTSS practices.

May 11, 2020 to Nov 01, 2020 - Administration, ILT committee, MTSS team

Fund Compliance

ESSA Program

[ ]

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.

[X]

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Ray School does not have a PAC / Title I funds. That said, monthly principal reports and updates to the LSC / PTO are aligned to the CIWP. Based on the two monthly meetings, parent and community feedback is integrated into CIWP revisions and next steps.

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

N/A

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.

Ray School does not have a PAC / Title I funds. That said, monthly principal reports and updates to the LSC / PTO are aligned to the CIWP. Based on the two monthly meetings, parent and community feedback is integrated into CIWP revisions and next steps.

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 of the School meetings in the fall

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.

State of the School meetings in the fall

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.

Ray School does not have a PAC / Title I funds. That said, monthly principal reports and updates to the LSC / PTO are aligned to the CIWP. Based on the two monthly meetings, parent and community feedback is integrated into CIWP revisions and next steps.

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.

Parent Engagement team will continue their work, outlined from the 2018-2020 CIWP.

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.

N/A

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.

Parent Engagement team will continue their work, outlined from the 2018-2020 CIWP. Documents are translated, as much as possible, for families.

Policy Implementation Activities

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

[ ] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[ ] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[ ] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

N/A - we do not receive Title I funds or have a PAC.

School-Parent Compact (Complete)

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

Ray School is a multi-ethnic, multi-cultural elementary school serving approximately 700 students from pre-Kindergarten through 8th grade. The school is located in the heart of the Hyde Park community just two blocks from the University of Chicago campus.

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.

Following normal CPS schedule

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

Following normal CPS schedule every 5 weeks
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. As needed, with meetings scheduled during prep periods. Some meetings scheduled before / after school.
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 will follow the CPS volunteer policy and then are able to volunteer in many capacities (lunchroom, classroom, field trips, etc) throughout the year.
The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion). Parents will monitor student attendance and work via ASPEN, attending meetings (LSC, PTO), events, and online.
The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school. As needed
The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation). Students will be included in the decision-making process regarding incentives and accolades.

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. N/A

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.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
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