



2016-2018 plan summary

Team

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Via data analysis (surveys, assessment, scholar work samples) grade level meetings, content area and vertical articulation, LSC and parent meetings; the school has established clear and measurable goals for achievement, and put action plans into place to address these priorities. Professional Development sessions focus on data to inform goal setting and (SWAT) action planning to improve teaching and learning. Staff conduct ongoing collaboration meetings to analyze classroom and individual scholar data. Teachers use this information to group scholars, and differentiate instruction based on individual needs. Teachers also conduct Goal-Setting conferences with scholars, to promote scholar ownership for learning through understanding where they are, where they want to be, and how to get there. After each assessment session, the staff meets as a whole, and in teams to discuss progress and to make changes to groupings and instructional practices to ensure that instruction and life long learning is continuously align to scholar strengths and weaknesses and promotes academic improvement. The shared vision of success for all scholars is clearly embedded within the culture of the school, from newsletters, the morning announcements, parent meetings, school events and throughout the school day. Stakeholders understand the relationship between the school's vision and their initiatives and priorities through attending the State of the School Address, parent meetings throughout the year, curriculum nights, and newsletters. The core values are displayed and reinforced throughout the day focusing on scholar opportunities to describe and articulate how they are displaying their core values (i.e. acts of kindness, caught doing good and check in check out). Implementation of a Balanced Literacy program assure instruction is aligned to Common Core Standards and the Thinking Core program in literacy. Participating in ongoing professional development has impacted scholar learning in literacy. In math, the UIC Math Cohort, along with professional development provided through the K-5 Envision math program has influenced the level of cognitive demand and rigor in mathematical instruction. The ILT and Math Team provide professional development and collaborative opportunities for planning and targeted support to teachers.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials |
| Five Essentials | <ul style="list-style-type: none"> Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management |

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 2 3 4

The McKay School ILT is comprised of members that represent every Grade Level, Ancillary, SPED, ELL and Itinerate teachers. The ILT meets bi-weekly and reports to the school administration. By working together and combining their expertise, the ILT leads the work of school improvement in many ways. Members of the ILT work with the Principal and teacher teams to analyze data trends, do needs assessments, develop PD, and provide opportunities for teacher growth. Through meetings and collaboration with grade levels and key stakeholders, they bring others' ideas and perspectives to the table, and disseminate information, thus engaging all staff in the decision-making process. Protocols have been developed to enhance peer observations and LASW. The ILT is also instrumental in highlighting individual teacher accomplishments and involvement. Recognizing and honoring what is working has been instrumental in creating the "buy-in" that is needed in order to improve teaching and learning school wide. Cycles of continuous improvement have been implemented. ILT members reflect upon processes and make constructive suggestions to improve teaching and learning based on cycle results. Teacher reflect on the data then decide next steps for future cycle implementation.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus |
| Measures | ✓ Five Essentials: Instructional Leadership |
| Five Essentials | Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams |

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

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Each year McKay School creates an outline of professional development topics based on current data analysis results and teacher needs that are articulated through an end-of-year teacher goal setting / planning session. This is a thoughtfully derived plan, which closely aligns to school, network and citywide initiatives, priorities and growth goals. Most professional development is documented in CPSU, and effectiveness is monitored in a multi-tiered way, incorporating CPSU evaluation, on-site evaluations, and teacher collaboration addressing effectiveness. School-wide structures ensure that professional development is on-going by strictly adhering to the district school calendar. We ensure that professional development is job-embedded by covering topics that align with our vision and goals, the CCSS, and school-specific data trends that we have analyzed within and across the classroom. Professional development workshops/sessions are monitored for effectiveness through teacher evaluations and scholar outcomes. Professional Development strategy implementation is monitored through classroom observation and scholar outcome. Two major areas of PD this year were focused in literacy and math. PD in literacy involved network PD as well as on going school level PD and in class coaching using Thinking Core program in literacy. In math, the UIC Math Cohort meets once a quarter for Strand A and once a quarter for Strand B. Professional Development provided through the K-5 Envision math program has influenced the level cognitive demand and rigor in mathematical instruction. The UIC Math Team provides PD to the McKay math team. The math team meets monthly for vertical articulation, collaboration and planning.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished) |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers |
| Five Essentials | <ul style="list-style-type: none"> Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff |

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

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The school has designed a schedule based on scholars' needs as well as the school's growth goals. Block scheduling, flexible grouping and departmentalization are used to maximize instruction. In some cases, entire classes are grouped by RIT band to support small group instruction and MTSS. In other cases, scheduling is created to allow for walking reading and walking math. The school allocates discretionary spending to align with identified needs and strategic priorities based on data. This is completed on a consistent basis. A noteworthy example of this spending includes using funds to purchase leveled readers across content areas to support balanced literacy, technology such as computers, iPads, Chromebooks and A/V equipment to provide scholars and teachers broad and diversified experiences with integration of advanced technology applications. Funds are allocated for before, during and extended day enrichment programs for targeted scholars. In addition, members of the school community write grants to secure additional needed resources. Our school also partners with community organizations such as the YMCA and Xi Lambda Chapter of Alpha Phi Alpha Fraternity, Inc. to help meet scholar and staff needs. Combined, these efforts aligned with our strategic priorities because they provide the means for school improvement. Community Schools Initiative supports scholar, parent and community programs to support SEL and academics.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|---|
| Suggested Evidence | ✓ Schedules |
| | ✓ Teacher retention rates |
| | ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) |
| | ✓ Candidate interview protocol documents |
| | ✓ List of community-based organizations that partner with the school and description of services |
| Measures | ✓ Evidence of effectiveness of the services that community-based organizations provide |
| | ✓ Budget analysis and CIWP |
| | ✓ Five Essentials |
| Five Essentials | Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers |

Curriculum:**Score**

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

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Through on-going grade level collaboration and vertical articulation, each grade level has mapped out what CCSS standards teachers should teach and when. The next step is making to modify the year-long scope and sequence to meet the needs of the new math curriculum. Each grade level will create common units and curriculum maps aligned to the Common Core Standards. Teachers will use previous unit plans and information from Thinking Core program and the UIC Cohort to make adjustments to unit plans. Grade level teams participate in ongoing evaluation of texts used for instruction to make sure that they contain grade level-appropriate content and complexity. Teachers will significantly increase the use of informational text, in order to ensure that they are being utilized at the CCSS-recommended levels in each grade band. The same procedure is in place for scholars with disabilities and bilingual scholars. Planning for instruction also involves providing the materials they will need, including project-based supplies, and making scheduling arrangements that allow for more differentiation, small group intervention and individualized support. Plans for all scholars involve using technology to scaffold instruction and providing modifications to ensure scholar success across content areas. There has been a shift to incorporating and using more high cognitively demanding tasks from the curriculum in the instructional process by using Understanding by Design and backwards mapping.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **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.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

Instructional Materials:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

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Teachers evaluate instructional materials to make sure that they are grade level appropriate, and aligned with the Common Core Standards. Teachers also participate in leveling storybooks and novels to support Guided Reading, Literature Circles and independent reading. We have many instructional materials to support scholars with disabilities, varying language proficiency levels, native language needs, and scholar in need of bilingual support. We are also conducting vertical articulation meetings, so teachers can share materials from each others "resource bank". Technology is used to support instruction presentation and as a resource to support research, literacy, math and science using predetermined software, programs and websites. The Knowledge Center has been useful to draw from for formative assessment aligned to CCSS. The purchasing of additional Chromebooks as well as a new math curriculum in K-5 in 2015 and 6-8 in 2014 has provide more opportunities for students to obtain instructional material at their RIT levels (Compass Learning) as well as material from different grade levels (Think Through Math).

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

EVIDENCE, MEASURES, AND STANDARDS

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| Suggested Evidence | <ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious instruction Supportive Environment |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time |

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

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Cognitive demand has been a focus across the curriculum in all content areas. Teachers have been provided PD which has enabled the staff to convey high learning expectations for all scholars. Structures are being developed that enable practice and perseverance for each individual scholar. Tasks that are developed, used and assessed are standards-based and reflect the depth of knowledge expectations. Tasks reward close reading of complex, which scholars are forced to cite evidence and focus on comprehension. Protocols are used when determining what tasks should be used for assessments and using those tasks to drive instructional practices.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

Transitions, College & Career Access & Persistence:

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

1 2 3 4

Instruction is aligned to CCSS for all scholars in Kindergarten through eighth grade. At the end of the school year scholars partake in a stepping up day where they go to the next expected grade level. Scholars are exposed and become aware of the annual practice for mastery of grade level criteria. As a result, scholars are being prepared for college readiness through daily instruction and interactions with each other and staff members. Scholars visit colleges and high schools through fairs and virtual tours. Scholars participate in school wide college and career readiness activities, awareness and research opportunities to enhance knowledge of college and career expectations. Scholars also participate in shadow days, career day and mentoring programs to enhance personal goals and relationships.

Guide for Transitions, College & Career Access & Persistence

- **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).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **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:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)

- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data |
| Measures | <ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Supportive Environment |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student. |

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 3 4

Using the knowledge gained from the Thinking Core Program for literacy and the UIC Math Cohort for math teachers have used best practices such as small group instruction based on data, cognitively demanding tasks and levels 3 and 4 Depths of Knowledge questions to guide instruction. Reteaching skills after careful and thoughtful discussion surrounding student work and a reflection of instructional strategies is evident in planning. Teachers look for opportunities to integrate rigorous skills and lessons across the curriculum whenever possible to improve teaching and learning.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.

- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified) |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff |

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

Teachers implement interventions using small group RIT align instruction. Guided Math and Guided Reading are critical to improving scholar academics. These strategies are implemented daily. Technology is used throughout the school to support opportunity for enrichment as well as providing support to help with closing gaps in learning. Teachers use programs such as Compass Learning, ThinkCERCA and Think Through Math to progress monitor scholar mastery. Progress monitoring is based on the most recent assessment data. In addition, the ILT and SEL teams monitor on-track and off- track data to help support targeted interventions for scholars. Tier 2 and Tier 3 students are progressed monitored by teachers biweekly as well as by the ILT and SEL teams. Administration also provide targeted support to these scholars. Universal Supports in SEL are provided to all scholars through PBIS, Paths, Mindful Practices, restorative Justice and Core Value Studies.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**

- Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) |
| | ✓ Evidence of Personal Learning Plan (PLP) implementation |
| | ✓ Integrated data system that informs instructional choices |
| | ✓ Flexible learning environments |
| | ✓ Use of student learning plans |
| | ✓ Use of competency-based assessments |
| | ✓ Use of personalized learning rubric |
| Measures | ✓ Evidence of On Track monitoring and supports |
| | ✓ SQRP Attainment and Growth |
| | ✓ Attendance Rates |
| Five Essentials | ✓ Course success rates (e.g. grade distributions, pass/failure rates) |
| | Ambitious Instruction |
| | Collaborative Teachers |
| CPS Framework for Teaching | Supportive Environment |
| | 1a. Demonstrating knowledge of content and pedagogy |
| | 1b. Demonstrating Knowledge of Students |
| | 1d. Designing Coherent Instruction |
| | 2d. Managing Student Behavior |
| | 3d. Using Assessment in Instruction |
| CPS Performance Standards for School Leaders | 3e. Demonstrating Flexibility and Responsiveness |
| | 4b. Maintaining Accurate Records |
| | B3. MTSS Implemented Effectively in School |

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

The grading scale has been adjusted and weights and categories are uniform so there is a consistency of Standards Based grading throughout the school. Teachers utilize assessments that reflect key CCSS shifts in literacy and mathematics to progress monitor learning. Horizontal and vertical articulation opportunities are provided to improve teacher's access to school-wide and classroom data. Data is analyzed to determine instructional effectiveness and subsequent learning needs. Teachers use screening, diagnostic testing and progress monitoring assessments to correctly identify specific gaps, and monitor improvements for all scholars. Focus on reteaching skills if scholars have not shown mastery is necessary for continued improvement.

Guide for Balanced Assessment & Grading

- **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.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.

- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| CPS Framework for Teaching | 1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Every staff member reinforces expectations regarding college and career-readiness by having on-going informative and motivational conversations based on data with scholars, parents and the community beginning in Kindergarten and continuing through 8th Grade. Expectations for learning and behavior are set through Core Values that all scholars, parents and community members should exhibit daily. Grade levels invite guest speakers for Career Week and conduct College and Career Fairs. Teachers incorporate special activities about colleges and careers into the curriculum through-out the year. The school has also partnered with the YMCA to offer a variety of activities to scholars to expose them to different career options. Scholars have leadership and voice through surveys and participation in the LSC as well as many clubs. Scholars leadership is fostered through scholar ran school store, scholar council, before and after scholar patrol and 8th grade office aides and recess monitors. Classroom embedded job responsibilities also nurture scholar leadership, collaboration and higher order thinking. Increased cognitive demand is evident across the curriculum and is visible through teacher and scholar discourse and bulletin boards throughout the building.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.

- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4

As evidenced by scholar response on the My Voice, My School Survey, scholars feel that they have an advocate who cares for them deeply and supports them at McKay School. Patterns of interactions between adults and scholars are characterized by respect aligned to and supported by our PBIS affirmations. Patterns of interaction among scholars tend to mirror those modeled by adults. When disrespectful behavior occurs, adults are fair and serve as mediators in conversations which teach scholars how to communicate appropriately. Scholars with disabilities are fully integrated into the school community and we find that other scholars are actually very protective of their wants, needs, and feelings. CCSS and WIDA Standards are aligned to unit and lesson plans. Most scholars have an adult mentor that they have developed a significant bond with who serves as intercessors in time of trouble and cheerleaders in times of celebration.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.

- Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials |
| Five Essentials | <ul style="list-style-type: none"> Collaborative Teachers Supportive Environment |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate |

Student Voice, Engagement, & Civic Life:

Score

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

1 2 **3** 4

Everyone in our school works diligently to establish a non-threatening, welcoming environment. The Principal promotes the idea that we are a large family and leads the work to empower families and the community to become engaged by appealing to people's sense of collective responsibility and that all stakeholders have a voice. The school staff provides multiple opportunities for community members to participate in activities such as seasonal performances, extracurricular activities and celebrations, family academic and social events. Community Schools/YMCA offers activities to scholars during after school hours to enhance the home school connection and scholar self esteem. In order to build community relationships our Community Schools grant allow us to provide workshops for our families and surrounding community members. Scholar needs, interest and input are solicited and provided, which guides scholar programming. Staff personalized learning activities whenever possible to match scholars' needs and interests. Scholars initiate and lead some some school improvement initiatives such as the Restorative Justice Team. The principal has met with the alderman to discuss ways in which scholars become more involved in their community and government.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic

- skills and content in curriculum.
- Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
- Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|--|--|
| Suggested Evidence | ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) |
| | ✓ Student interest surveys (and/or other avenue for student input) |
| | ✓ Policies regarding student engagement in decision making |
| | ✓ Student government or committee charter and responsibilities |
| | ✓ MVMS Student Survey completion rates and results |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | D3. Utilizes Feedback from Multiple Stakeholders for School Improvement |
| Content Standards | Social Science 3.0 Social Emotional Learning Standards |

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

McKay School's discipline plan includes a tiered approach to behavioral intervention and builds on positive behavior. Conferencing and behavior contracting with students and parents are integral to this plan. We adhere to the SCC when addressing infractions but we are mindful to offset punitive measures with rewards for positive behavior, such as "no uniform" days, movies, dances, assemblies, NWEA rewards, special class activities and breakfast/lunch with the principal. Respect and trust are established and the staff does an exemplary job of implementing PBIS and CHAMPS strategies. Administrators and staff greet scholars daily. Other forms of support include: Monday Morning Meeting support, PBIS affirmations, SEL core values along with the PATHS program and character education. The PBIS check-in/check-out system provides an avenue for scholar mentoring, conflict resolution and SEL supports. All adults use active supervision and support other staff members to maintain a safe and orderly environment, which leads to a minimal amount of disruptions to learning. Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly. Stakeholders are aware of emergency procedures and policies so evacuations occur efficiently and effectively.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | ✓ MVMS score – “Safety” |
| | ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? |
| | ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. |
| | ✓ School Climate Standards Rubric/Assessment |
| Measures | ✓ Five Essentials – Supportive Environment score |
| | ✓ My Voice, My School Survey “Safety” score |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport |
| | 2c. Managing Classroom Procedures |
| | 2d. Managing Student Behavior |
| CPS Performance Standards for School Leaders | A4. Creates a Safe, Clean and Orderly Learning Environment |

Restorative Approaches to Discipline:

Score

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

1 2 3 4

The MTSS team has developed a student lead Restorative Justice Team. The team is focused on solving problems and minimizing punitive consequences. The team meets regularly to organize systems that support a restorative environment. Staff intentionally teaches competencies outlined in SEL Standards and uses discipline as opportunity to teach these skills. Staff use a Multi-tiered System of Supports (MTSS) for social, emotional, behavioral and academic growth. Data is used to determine which behaviors should be retaught or more heavily reinforced. Staff has been designated to serve as SEL leads and Restorative Justice leads in the building to ensure these areas are addressed. Out-of-school suspensions and in-school suspensions are used as a final consequence after other approaches have been implemented without any positive change. Suspensions have decreased yearly, this is reflective of our school wide SEL practices.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested | ✓ Misconduct data (Dashboard) |
| Evidence | ✓ My Voice, My School survey responses |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families |
| CPS Performance Standards for School Leaders | C3. Staff/Student Behavior Aligned to Mission and Vision of School |
| Content Standards | Social Emotional Learning Standards |

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 **3** 4

Parent-teacher, parent-administrator, parent-teacher-administrator, parent-teacher-scholar-or parent-teacher-scholar-administrator conferences are scheduled by administration, teachers or parents daily. Report card conferences are scheduled for Wednesday in mid November and a Wednesday in April from 12:00-6:00 pm. However, after that date parents are highly encouraged to communicate with teachers via our website, email or during our office hours. To maximize scholar instruction, parent conferences will not be scheduled during instructional time. The school has special parent volunteer days scheduled throughout the year, however, parents are welcomed to volunteer in the building throughout the year to support academic excellence. The Parent Portal and Gradebook are used to promote two-way communication, so parent can receive immediate and up to date information regarding grades, attendance and other issues. An annual parent meeting is held in September to inform parents of the school's participation in NCLB Title I programs and to explain Title I requirements and their right to be involved in the Title I programs. Monthly parent meetings (PAC and BAC) are held to inform parents of instructional and compliance strategies to improve scholar achievement and enhance parent involvement. Flyers inviting parents and the community to these meetings are sent home with scholars and posted in local stores and other community businesses. The school's Robo calling system is also used to make calls to all scholars' contact numbers inviting parents to attend these meetings. Quarterly parent meetings aligned to report card distribution will be held to give parents the opportunity to ask questions, make suggestions, and get answers regarding scholar strengths, weaknesses, and curriculum programs. Meeting times vary each quarter to help accommodate parent schedules. It is our goal that all parents are able to attend at least one quarterly meetings per year.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **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).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

EVIDENCE, MEASURES, AND STANDARDS

| | |
|--|---|
| Suggested Evidence | ✓ Examples of communication methods and content |
| | ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. |
| | ✓ Outreach efforts |
| | ✓ Documentation of responsiveness to Parent Support Center concerns raised |
| | ✓ Event agendas, flyers |
| | ✓ Fundraising activities and amounts (if applicable) |
| Measures | ✓ How does the school honor and reflect the diversity of families including language and culture? |
| | ✓ Five Essentials Score – Involved Families |
| Five Essentials | Involved Families |
| | CPS Framework for Teaching 2c. Managing Classroom Procedures |
| CPS Performance Standards for School Leaders | 4c. Communicating with Families |
| | D1. Engages Families |

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus \emptyset = Not of focus |
|-------|--|--|
| 2 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 2 3 4 5 \emptyset |
| 2 | Expectations for depth & breadth of Quality Teaching: Instruction | 1 2 3 4 5 \emptyset |
| 2 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | 1 2 3 4 5 \emptyset |
| 2 | Expectations for depth & breadth of Student Learning: Curriculum | 1 2 3 4 5 \emptyset |
| 2 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 2 3 4 5 \emptyset |
| 3 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 2 3 4 5 \emptyset |
| 3 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 2 3 4 5 \emptyset |
| 3 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 2 3 4 5 \emptyset |
| 3 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 2 3 4 5 \emptyset |
| 3 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 2 3 4 5 \emptyset |
| 3 | Expectations for Quality & Character of School Life: Parent Partnership | 1 2 3 4 5 \emptyset |
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 2 3 4 5 \emptyset |
| 3 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 2 3 4 5 \emptyset |
| 4 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 2 3 4 5 \emptyset |
| 4 | Expectations for Quality & Character of School Life: Culture for Learning | 1 2 3 4 5 \emptyset |

4 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| 1 | 2 | 3 | 4 | 5 | ⊗ |

4 Expectations for Quality & Character of School Life: Safety & Order

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | ⊗ |
|---|---|---|---|---|---|

Goals

Required metrics (Elementary)

18 of 18 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---------------------|---------------------|-------------------|-------------------|
| National School Growth Percentile - Reading | | | | |
| We expect our reading growth percentile to increase by ten percentage points every year for the next two years. | 80.00 | 25.00 | 35.00 | 45.00 |
| National School Growth Percentile - Math | | | | |
| We expect our national growth percentile to increase by ten percent each year over the next two years. | 28.00 | 42.00 | 47.00 | 52.00 |
| % of Students Meeting/Exceeding National Ave Growth Norms | | | | |
| We expect the percent of of students meeting/exceeding national growth norms to increase by ten points each year over the next two years. | 59.40 | (Blank) | 79.40 | 89.40 |
| African-American Growth Percentile - Reading | | | | |
| We expect the number of African-American students meeting their growth target to increase by ten percentage points each year over the next two years. | 77.00 | 18.00 | 28.00 | 38.00 |
| Hispanic Growth Percentile - Reading | | | | |
| We expect the number of Hispanic students meeting there growth percentile to increase by ten percent each year over the next two years. | 95.00 | 80.00 | 88.00 | 96.00 |
| English Learner Growth Percentile - Reading | | | | |
| Data for English Learner growth percentile is not applicable to McKay School. | (Blank) | (Blank) | 0.00 | 0.00 |
| Diverse Learner Growth Percentile - Reading | | | | |
| We expect the number of diverse learners that will meet their growth targets to increase by ten percent points each year for the next two years. | 2.00 | 1.00 | 11.00 | 21.00 |
| African-American Growth Percentile - Math | | | | |
| We expect the growth percentile for our African-American population to increase by ten percent each year over the next two years. | 27.00 | 36.00 | 40.00 | 44.00 |
| Hispanic Growth Percentile - Math | | | | |
| We expect the growth percentile of our Hispanic population to increase by ten percent each year over the next two years. | 48.00 | 74.00 | 81.40 | 89.54 |
| English Learner Growth Percentile - Math | | | | |
| Data for English Learner growth percentile is not applicable to McKay School. | (Blank) | (Blank) | 0.00 | 0.00 |
| Diverse Learner Growth Percentile - Math | | | | |

| | | | | |
|--|-------|-------|-------|-------|
| With an emphasis on cognitive demand, we expect our diverse learner growth percentile to increase ten percent each year over the next two years. | 31.00 | 44.00 | 53.24 | 58.57 |
|--|-------|-------|-------|-------|

National School Attainment Percentile - Reading (Grades 3-8)

| | | | | |
|---|-------|-------|-------|-------|
| We expect our national school attainment percentile to increase to the 25th percentile in 2016-2017. We then expect it to increase to the 35th percentile in 2017-2018. | 13.00 | 11.00 | 25.00 | 35.00 |
|---|-------|-------|-------|-------|

National School Attainment Percentile - Math (Grades 3-8)

| | | | | |
|---|------|------|-------|-------|
| With an emphasis on cognitive demand, we expect our national attainment percentile to increase to the 30th percentile in two years. | 8.00 | 8.00 | 20.00 | 30.00 |
|---|------|------|-------|-------|

National School Attainment Percentile - Reading (Grade 2)

| | | | | |
|--|------|------|-------|-------|
| With an emphasis on balanced literacy, we expect our national attainment percentile to increase to the 30th percentile in two years. | 1.00 | 1.00 | 20.00 | 30.00 |
|--|------|------|-------|-------|

National School Attainment Percentile - Math (Grade 2)

| | | | | |
|---|------|------|-------|-------|
| With an emphasis on cognitive demand, we expect our national attainment percentile to increase to the 30th percentile in two years. | 1.00 | 1.00 | 20.00 | 30.00 |
|---|------|------|-------|-------|

% of Students Making Sufficient Annual Progress on ACCESS

| | | | | |
|--|-------|-------|-------|-------|
| We expect the percent of students making sufficient Annual Progress on ACCESS to increase by ten percent in two years. | 60.90 | 51.90 | 54.50 | 57.09 |
|--|-------|-------|-------|-------|

Average Daily Attendance Rate

| | | | | |
|---|-------|-------|-------|-------|
| With attendance incentives we expect our average attendance rate to be at 97% in two years. | 96.90 | 96.90 | 96.95 | 97.00 |
|---|-------|-------|-------|-------|

My Voice, My School 5 Essentials Survey

| | | | | |
|---|---------|---------|---------|---------|
| The 2016 My Voice, My School 5 Essential Survey results indicated a rating of well organized. | (Blank) | (Blank) | (Blank) | (Blank) |
|---|---------|---------|---------|---------|

Custom metrics

0 of 0 complete

| 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|------------------|------------------|----------------|----------------|
|------------------|------------------|----------------|----------------|

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

instruction with CCSS aligned materials and integrate technology so that Standards come alive for scholars through the use of high quality complex tasks and text across grade levels, while using data informed instruction to assure differentiation, as well as fully integrating academic and social emotional learning opportunities for all scholars, including diverse learners, English learners, and advanced learners

critical thinking teachers and scholars

improved teaching and learning aligned to the CCSS across content areas and a minimum 20% increase in the number of scholars meeting and exceeding assessment target scores





Tags:

Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access &

Area(s) of focus:

2

persistence, Practices, Framework for teaching, Learning walks

| Action step  | Responsible  | Timeframe  | Evidence for status  | Status |
|---|---|---|---|-------------|
| Use software programs such as; Compass Learning/TRC/Think Through Math/ ThinkCerca as a progress monitoring tool as well as for enrichment and support for all learners. | Teachers | Sep 6, 2016 to Jun 25, 2018 | Progress Monitoring reports | Not started |
| Instruction, Adaptive learning | | | | |
| Improve teacher capacity to deliver high quality instruction through the implementation CCSS standards aligned instructional units. | Teachers | Sep 6, 2016 to Jun 25, 2018 | Instructional Unit Plans | Not started |
| Instruction, Academic rigor | | | | |
| Reflect on instructional impact by analyzing student work in weekly team meetings and monthly planning meetings to drive instruction. | Administrators Teachers | Sep 6, 2016 to Jun 25, 2018 | Student work | Not started |
| Instruction | | | | |
| Use assessment data to target scholar needs and implement best practices to enhance instructional practices to improve scholar performance. | Teachers | Sep 6, 2016 to Jun 25, 2018 | Progress monitoring reports, lesson plans | Not started |
| Instruction | | | | |
| Provide opportunities for co-teaching to occur between diverse learners, English Learners, and general education teachers to maximize diverse learner support for students. | Administration Teachers | Sep 6, 2016 to Jun 25, 2018 | Lesson plans | Not started |
| Instruction | | | | |
| Provide research- based SEL/MTSS models such as PATHS, Mindful Practices, and Restorative Justice that addresses both academic and behavioral interventions to create and ensure a secure, scholar centered learning environment for all student populations. | Administration Teachers | Sep 6, 2016 to Jun 25, 2018 | Lessons Activities | Not started |
| Instruction, Multi tiered support systems | | | | |
| Provide differentiated PD on DOK, Thinking Core Strategies, Cognitive Demand, Rigorous Task and UBD | Administration ILT Math Team UIC Partners Reading Consultants | Sep 6, 2016 to Jun 25, 2018 | PD Agenda Classroom Observations | Not started |

Instruction, Differentiated instruction, Dok and ubd

| | | | | |
|--|------------------------------|------------------------------|---------------------------------------|-------------|
| Analyze lesson plans, scholar work samples and assessments for rigor | ILT, teacher teams, scholars | Aug 29, 2016 to Jun 25, 2018 | ILT Agenda Common Planning Agendas | Not started |
|--|------------------------------|------------------------------|---------------------------------------|-------------|

Instruction, Assessments, Data analysis

| | | | | |
|---|----------|-----------------------------|----------------------------|-------------|
| Use scholar need/strengths/weakness when determining, developing and selecting learning tasks and assessments | Teachers | Sep 6, 2016 to Jun 25, 2018 | Lesson Plans Unit Plans | Not started |
|---|----------|-----------------------------|----------------------------|-------------|

Assessments, Student interest

| | | | | |
|---|----------|-----------------------------|--------------|-------------|
| Embed rigorous tasks into lesson plans weekly | Teachers | Sep 6, 2016 to Jun 25, 2018 | Lesson Plans | Not started |
|---|----------|-----------------------------|--------------|-------------|

Rigorous tasks, Lesson plans

| | | | | |
|--|---|--------|--------------------------------|-------------|
| provide monthly for opportunities for parent/community CCSS aligned ELA and Math workshops | Administration Teachers Consultants | select | Agendas Evaluations MSMV | Not started |
|--|---|--------|--------------------------------|-------------|

Parent involvement, Common core alignment, Community based instruction

Strategy 2

If we do...

balanced grading and assessment systems that effectively measures CCSS based teaching and learning while monitors progress toward college and career readiness

...then we see...

results from data to inform planning for instruction, reteaching and differentiation of instruction

...which leads to...

improved scholar growth in academic achievement and a 20% increase in our On-Track rate at the end of the 2017 and 2018 school years

Tags:

Balanced grading and assessment, Expectations for depth & breadth of quality teaching: balanced assessment & grading

Area(s) of focus:

4

| Action step | Responsible | Timeframe | Evidence for status | Status |
|---|----------------------------|-----------------------------|---------------------|-------------|
| Monitor uniform grading scale, grade categories and weights across grade levels | Administration Teachers | Sep 6, 2016 to Jun 25, 2018 | Gradebook | Not started |

Balanced grading and assessment

| | | | | |
|--|----------|-----------------------------|---------------------------|-------------|
| Embed reteaching into lesson planning and adjust grades to reflect additional assessments after reteaching | Teachers | Sep 6, 2016 to Jun 25, 2018 | Lesson Plans Gradebook | Not started |
|--|----------|-----------------------------|---------------------------|-------------|

Grading, Balanced grading and assessment

| | | | | |
|--|----------|-----------------------------|---------------------------|-------------|
| Differentiate assessments and instruction based on RIT scores and data gathered from other assessments | Teachers | Sep 6, 2016 to Jun 25, 2018 | Lesson Plans Gradebook | Not started |
|--|----------|-----------------------------|---------------------------|-------------|

Differentiated instruction, Rit instruction

| | | | | |
|---|----------------|-----------------------------|-----------|-------------|
| Use a ten point grading scale to account for the increased rigor in instruction | Administration | Sep 6, 2016 to Jun 25, 2018 | Gradebook | Not started |
|---|----------------|-----------------------------|-----------|-------------|

Grading, Gradebook, Rigor

| | | | | |
|---|----------|------------------------------|--------------|-------------|
| Allow scholars to make adjustments to their work after reflection and guiding feedback before grading | Teachers | Sep 26, 2016 to Jun 25, 2018 | Lesson Plans | Not started |
|---|----------|------------------------------|--------------|-------------|

Feedback

Strategy 3

If we do...

a Scope and Sequence of the Common Core Standards for ELA and Mathematics that is vertically aligned and integrated across the curriculum

...then we see...

focused data and goal driven instruction aligned to the CCSS, that improves teaching and learning and narrows achievement gaps across grade levels

...which leads to...

scholars who are critical thinkers and can readily master apply higher order thinking task to support improvement in scholar attainment

Tags:

Curriculum, Curriculum planning, Curriculum alignment

Area(s) of focus:

1

| Action step | Responsible | Timeframe | Evidence for status | Status |
|---|-------------|-----------------------------|---------------------|-------------|
| Use the Knowledge Center for teacher resources and rigorous tasks for students. | Teachers | Sep 6, 2016 to Jun 25, 2018 | Unit plans | Not started |

Curriculum, Knowledge center

| | | | | |
|---|-----------------------|-----------------------------|---------------|-------------|
| Purchase supplemental leveled materials to increase Balanced Literacy, Guided Math, differentiated instruction and rigorous tasks | Administration ILT | Sep 6, 2016 to Jun 25, 2018 | School Budget | Not started |
|---|-----------------------|-----------------------------|---------------|-------------|

Curriculum, Academic supports, Allocations of funds for purchasing materials for instruction and professional development

| | | | | |
|--|-----------------------|-----------------------------|------------|-------------|
| Provide PD to staff on D.O.K., Cognitive Demand, Rigorous Task and UBD | Administration ILT | Sep 6, 2016 to Jun 25, 2018 | PD Agendas | Not started |
|--|-----------------------|-----------------------------|------------|-------------|

Curriculum, Rigorous tasks, Cognitive demand, Ubd

| | | | | |
|---|----------------------------|-----------------------------|----------------------------|-------------|
| Use backward design model to ensure students are prepared for assessments | Teachers Administration | Sep 6, 2016 to Jun 25, 2018 | Unit Plans Lesson Plans | Not started |
|---|----------------------------|-----------------------------|----------------------------|-------------|

Curriculum, Ubd, Backwards design

Grade level collaboration and vertical articulation, each grade level will create a scope and sequence with year-long curriculum maps aligned to the CCSS standards.

Teachers
Grade Level Team
ILT
Administration

Jun 28, 2016 to
Sep 1, 2016

Curriculum Maps
Unit Plans
Scope and Sequence
Lesson Plans

Not started

Vertical articulation, Scope and sequence, Collaboration, Curriculum mapping

Strategy 4

If we do...

Tiered Instruction and provide every scholar with high quality differentiated core instruction (Tier I), based upon the analysis of multiple data sources, some scholars will receive targeted supplemental instruction/ behavioral interventions (Tier II), and a fewer scholars will be provided intensive supports based on individual need (Tier III).

...then we see...

the appropriate levels of support to accelerate the performance of all scholars

...which leads to...

improved academic and social emotional success.

Tags:
Multi tiered support systems

Area(s) of focus:
3

| Action step | Responsible | Timeframe | Evidence for status | Status |
|--|----------------|-----------------------------|----------------------------|-------------|
| All students will receive core and SEL instruction with fidelity (Tier 1) | Teachers | Sep 6, 2016 to Jun 25, 2018 | Lesson Plans | Not started |
| Multi tiered support systems | | | | |
| An MTSS team will use the data-based problem solving model to make student instructional decisions. | MTSS Team | Sep 6, 2016 to Jun 25, 2018 | MTSS Reports | Not started |
| Multi tiered support systems | | | | |
| Provide staff training in all areas of the MTSS model. | Administration | Sep 6, 2016 to Jun 25, 2018 | PD Agendas | Not started |
| Multi tiered support systems | | | | |
| Teachers will progress monitor to provide an ongoing assessment conducted, for the purposes of guiding instruction, addressing school climate and Social Emotional Learning (SEL), monitoring student progress, and evaluating instruction/intervention effectiveness. | Teachers | Sep 6, 2016 to Jun 25, 2018 | Progress Monitoring Sheets | Not started |

Multiple measures for screening, diagnosing, and progress monitoring

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|--|--|--------------|--------------|-------------|
| <p>✦ Use software programs such as; Compass Learning/TRC/Think Through Math/ ThinkCerca as a progress monitoring tool as well as for enrichment and support for all learners.</p> <p>Tags: Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Practices, Framework for teaching, Learning walks, Instruction, Adaptive learning</p> | Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✦ Improve teacher capacity to deliver high quality instruction through the implementation CCSS standards aligned instructional units.</p> <p>Tags: Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Practices, Framework for teaching, Learning walks, Instruction, Academic rigor</p> | Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✦ Reflect on instructional impact by analyzing student work in weekly team meetings and monthly planning meetings to drive instruction.</p> <p>Tags: Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Practices, Framework for teaching, Learning walks, Instruction</p> | Administrators Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✦ Use assessment data to target scholar needs and implement best practices to enhance instructional practices to improve scholar performance.</p> <p>Tags: Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Practices, Framework for teaching, Learning walks, Instruction</p> | Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✦ Provide opportunities for co-teaching to occur between diverse learners, English Learners, and general education teachers to maximize diverse learner support for students.</p> <p>Tags: Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Practices, Framework for teaching, Learning walks, Instruction</p> | Administration Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✦ Provide research- based SEL/MTSS models such as PATHS, Mindful Practices, and Restorative Justice that addresses both academic and behavioral interventions to create and ensure a secure, scholar centered learning environment for all student populations.</p> <p>Tags: Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Practices, Framework for teaching, Learning walks, Instruction, Multi tiered support systems</p> | Administration Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✦ Provide differentiated PD on DOK, Thinking Core Strategies, Cognitive Demand, Rigorous Task and UBD</p> <p>Tags: Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Practices, Framework for teaching, Learning walks, Instruction, Differentiated instruction, Dok and ubd</p> | Administration ILT Math Team UIC Partners Reading Consultants | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✦ Analyze lesson plans, scholar work samples and assessments for rigor</p> <p>Tags: Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Practices, Framework for teaching, Learning walks, Instruction, Assessments, Data analysis</p> | ILT, teacher teams, scholars | Aug 29, 2016 | Jun 25, 2018 | Not started |
| <p>✦ Use scholar need/strengths/weakness when determining, developing and selecting learning tasks and assessments</p> <p>Tags: Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Practices, Framework for teaching, Learning walks, Assessments, Student interest</p> | Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✦ Embed rigorous tasks into lesson plans weekly</p> <p>Tags: Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Practices, Framework for teaching, Learning walks, Rigorous tasks, Lesson plans</p> | Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |

| District priority and action step | Responsible | Start | End | Status |
|---|---|--------------|--------------|-------------|
| <p>✚ provide monthly for opportunities for parent/community CCSS aligned ELA and Math workshops Tags: Instruction, Professional development, Lesson planning, Data driven instruction, Gradual release of responsibility, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, Practices, Framework for teaching, Learning walks, Parent involvement, Common core alignment, Community based instruction</p> | Administration Teachers Consultants | | | Not started |
| <p>✚ Monitor uniform grading scale, grade categories and weights across grade levels Tags: Balanced grading and assessment, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Balanced grading and assessment</p> | Administration Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✚ Embed reteaching into lesson planning and adjust grades to reflect additional assessments after reteaching Tags: Balanced grading and assessment, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Grading, Balanced grading and assessment</p> | Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✚ Differentiate assessments and instruction based on RIT scores and data gathered from other assessments Tags: Balanced grading and assessment, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Differentiated instruction, Rit instruction</p> | Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✚ Use a ten point grading scale to account for the increased rigor in instruction Tags: Balanced grading and assessment, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Grading, Gradebook, Rigor</p> | Administration | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✚ Allow scholars to make adjustments to their work after reflection and guiding feedback before grading Tags: Balanced grading and assessment, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Feedback</p> | Teachers | Sep 26, 2016 | Jun 25, 2018 | Not started |
| <p>✚ Use the Knowledge Center for teacher resources and rigorous tasks for students. Tags: Curriculum, Curriculum planning, Curriculum alignment, Curriculum, Knowledge center</p> | Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✚ Purchase supplemental leveled materials to increase Balanced Literacy, Guided Math, differentiated instruction and rigorous tasks Tags: Curriculum, Curriculum planning, Curriculum alignment, Curriculum, Academic supports, Allocations of funds for purchasing materials for instruction and professional development</p> | Administration ILT | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✚ Provide PD to staff on D.O.K., Cognitive Demand, Rigorous Task and UBD Tags: Curriculum, Curriculum planning, Curriculum alignment, Curriculum, Rigorous tasks, Cognitive demand, Ubd</p> | Administration ILT | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✚ Use backward design model to ensure students are prepared for assessments Tags: Curriculum, Curriculum planning, Curriculum alignment, Curriculum, Ubd, Backwards design</p> | Teachers Administration | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✚ Grade level collaboration and vertical articulation, each grade level will create a scope and sequence with year-long curriculum maps aligned to the CCSS standards. Tags: Curriculum, Curriculum planning, Curriculum alignment, Vertical articulation, Scope and sequence, Collaboration, Curriculum mapping</p> | Teachers Grade Level Team ILT Administration | Jun 28, 2016 | Sep 1, 2016 | Not started |
| <p>✚ All students will receive core and SEL instruction with fidelity (Tier 1) Tags: Multi tiered support systems, Multi tiered support systems</p> | Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✚ An MTSS team will use the data-based problem solving model to make student instructional decisions. Tags: Multi tiered support systems, Multi tiered support systems</p> | MTSS Team | Sep 6, 2016 | Jun 25, 2018 | Not started |
| <p>✚ Provide staff training in all areas of the MTSS model. Tags: Multi tiered support systems, Multi tiered support systems</p> | Administration | Sep 6, 2016 | Jun 25, 2018 | Not started |

| District priority and action step | Responsible | Start | End | Status |
|---|-------------|-------------|--------------|-------------|
| <p>✚ Teachers will progress monitor to provide an ongoing assessment conducted, for the purposes of guiding instruction, addressing school climate and Social Emotional Learning (SEL), monitoring student progress, and evaluating instruction/intervention effectiveness.</p> <p>Tags: Multi tiered support systems, Multiple measures for screening, diagnosing, and progress monitoring</p> | Teachers | Sep 6, 2016 | Jun 25, 2018 | Not started |

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews 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.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

An annual parent meeting was held on September 29, 2016 to review the CIWP and an annual parent meeting will be held on April 19, 2016 to give parents and the community an opportunity to review and offer suggestions for improvement/revision of the CIWP.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

An Title I Annual Parent Meeting AND Title I PAC Organizational Meeting were held on September 29, 2016 to inform parents of the school's participation in NCLB, Title I programs and to explain Title I requirements and their right to be involved in the Title I programs. Monthly parent meetings will be held to continue parent contact and involvement. Flyers inviting parents and the community to these meetings will be sent to every home, posted in local stores and other community businesses. The school out calling system will also be used to make calls to all students' contact numbers inviting parents to attend these meetings.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Quarterly parent meetings aligned to report card distribution will be held to give parents the opportunity to ask questions, make suggestions, and get answers regarding student strengths, weaknesses, and curriculum programs offered at McKay. Meeting times will vary each quarter to help accommodate parent schedules. It is the goal that all parents are able to attend at least one of the quarterly meetings.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

Open forum monthly parent meetings aligned to report card distribution will be held to give parents the opportunity to ask questions, make suggestions, and get answers regarding student strengths, weaknesses, and curriculum programs offered at McKay. Parents will be given the opportunity to record suggestions, concerns, and issues on forms that will be collected for further review by administration and teachers at grade level meetings.

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.

Parent data reports will be sent to all parents when assessment scores are received at the school. Quarterly parent meetings will be scheduled to explain and discuss assessment data and teaching strategies that will reinforce academics and support the home-school connection.

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.

Parents will be contacted in written form on school letterhead with the appropriate information. meeting will also be scheduled for the parents to ask any questions they may have.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Quarterly parent meetings, grade level parent meetings, monthly PAC parent workshops, report card pick up conferences, individual teacher and/or student and parent conferences are strategies McKay implements to assist parents in becoming more knowledgeable about educational expectations and to help better monitor their child's progress.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

A teacher liaison is assigned to the PAC as an immediate educational resource. Sessions/workshops on parenting tips and learning strategies will be included on the PAC monthly meeting agendas. Technology classes, computers, instructional supplies and materials are available to parents during school hours in the parent resource room.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Parent volunteers will be used throughout the school to promote the importance and significance of parent involvement in overall student achievement and school improvement. Each classroom teacher will be responsible for identifying at least one parent as a room parent. They will be recognized in December and June at the monthly PAC meetings and school assemblies. Monthly parent of the month pictures will also be posted by our PBIS Scholar of the month recognition board.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

Parent programs and initiatives are extended to and implemented in our Head Start Program. Parents will continue to be encouraged and acknowledged for attending workshops provided by the Head Start Office.

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

Parent calendars will be sent out monthly in both English and Spanish with all students. Calendars will also be provided to the surrounding community members and businesses. Additional reminders will be sent home weekly to help improve parent attendance at meetings and workshops. Meetings and activities will also be posted on the school marquee. Meetings will also be posted on the website.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement 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

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.)

McKay teachers and staff will always strive and aspire to effectively empower students to become critical thinkers, successful citizens and life-long, active and engaged learners through the use of a curriculum that is closely aligned to the Common Core Standards across content areas and the use of instructional materials and strategies that will effectively prepare every scholar for academic success.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher may be scheduled by parents or teachers daily during teacher preparation. In general, parent-administrator, parent-teacher-administrator, parent-teacher-scholar-or parent-teacher-scholar-administrator conferences may be scheduled by parents, teachers or administrators daily from 8:00 am-8:15 am and 3:15 pm - 4:15 pm. Conferences are scheduled based on need. Report card conferences will be held on a Wednesday in mid November and a Wednesday in April from 12:00-6:00 pm. Student-Led parent conferences will be implemented for select 3rd through 8th grade during these time frames.

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

Report cards and progress reports will be distributed on the following weeks as follows: 5, 15, 25, 35 week progress reports and 10, 20, 30 and 40 week report cards will be distributed.

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

Parent-teacher, parent-administrator, parent-teacher-administrator, parent-teacher-student-or parent-teacher-student-administrator conferences may be scheduled by parents or teachers daily during teacher's preparation periods. Report card conferences will be held on a Wednesday in mid November and a Wednesday in April from 12:00-6:00 pm. Parents may also communicate with teachers via our website. To maximize student instruction, parent conferences will not be scheduled during instructional time.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Parent volunteers are always welcome. Parents should talk with their child's teacher to volunteer or come to the main office. All parent volunteers must fill out a parent volunteer packet before volunteering. Parents may volunteer for classroom, lunchroom, library, hallway, or entry and dismissal assistance. Two school wide parent volunteer days will be held.

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

To support student learning parents should follow the CPS Homework Policy guidelines when scheduling homework time. Parents should also schedule at least 20-30 minutes daily to read to or with their child/children. A reading log will be sent home with every student. All students are expected to read a minimum of 25 books per year. Parents should also monitor student attendance and make sure that children come to school daily and on time. Attendance incentives will be given to students.

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

The school is available to parents when needed. Parents can schedule conferences with school personnel as often as needed to talk about student progress. The school office hours are 8:00 am-4:30 pm. Conferences should be scheduled with teachers, school clerk or administrator and will be held in an appropriate site with all appropriate participants.

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 assure improved academic achievement by: coming to school daily and on time, being responsible, being respectful, being accountable and being safe. Students should schedule at least 90 minutes per night for homework, always ask questions when they don't understand a concept and come prepared to complete all school related tasks daily.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Parents will increase their attendance at school informational meetings by 20% by June of the 2016-2017 school year.
50 parents will attend parent workshops focused on the Common Core State Standards during the 2016-2017 school year.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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. | \$ Amount .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. | \$ 1750 .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ 1200 .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) | \$ 1525 .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ 1500 .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. | \$ Amount .00 |
| 54565 | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ 233 .00 |
| 53510 | Postage Must be used for parent involvement programs only. | \$ Amount .00 |
| 53306 | Software Must be educational and for parent use only. | \$ Amount .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 be used only by parents. | \$ Amount .00 |

