



Mary E McDowell Elementary School (/school-plans/291) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Jo Easterling-Hood	Principal	jleasterling-hood@cps.edu	Has access
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### Team meetings

Date	Participants	Topic
03/14/2016	Hood, Fuller, Hayes, Fountain, Walker, Jones, Wilson	SEF
03/21/2016	Hood, Fuller, Hayes, Fountain, Walker, Jones, Wilson	SEF
03/28/2016	Hood, Fuller, Hayes, Fountain, Walker, Jones, Wilson	SEF
04/04/2016	Hood, Fuller, Hayes, Fountain, Walker, Jones, Wilson	SEF

## School Excellence Framework

## Culture of &amp; Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

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Commitment to share vision: The mission of the Mary E. McDowell School of International Studies is to provide a high quality educational and instructional program for all students (including Diverse Learners and gifted students) ensuring that each will reach his/her fullest potential. By doing so, we will prepare students to compete in this high-tech global society. In this spirit all stakeholders will work together to provide experiences to: Enhance Self-Esteem; Encourage innovative and creative expression; Develop cooperative interactions; Challenge students to think, learn, and use information to solve complex problems. In summary our mission is... "Academic Excellence by All Means". Our mission is shared with all stakeholders by being posted in each classroom. Our abbreviated version is a constant on our newsletter and on all school-wide correspondence. At each teachers' meeting our mission statement is recited. The mission is also a topic on the Principal's report to the LSC.

High Expectations for staff: To ensure that the McDowell Teachers are functioning at the "Distinguished" Level of performance as determined by the Chicago Framework for Teaching, a team of exemplary professionals known as the ILT team has been assembled to lead the schools efforts to produce effective teachers. Based on observations by the N12 Chief our ILT is functioning at the proficient level. Collaboratively, professional development sessions are planned and data is used to create before and after school programs. Based on the math heat map provided by N12 it was discovered that the students at McDowell scored lowest in Measurement and Data overall. The Power of 10 program is tailored for students in the 40th percentile who with a boost is likely to meet growth targets as well as attainment. Math Camp is an enrichment program utilizing Math Games to boost conceptual skills.

Data gathered from classroom assessments is used to monitor and adjust classroom instruction based on the CCSS.

High expectations for students: To ensure that each child reaches his/her fullest potential and are college and career ready, McDowell fully implements the Common Core Standards in Reading and Mathematics and the Next Generation Science Standards in Science. Teachers practice small group instruction in reading and have begun to implement guided math practice in all grade. This is a non-negotiable. While effective use of reading and mathematics centers used to be a challenge we are moving towards mastery. Explicit articulation of learning objectives for the students is not a school-wide practice i.e. deliberate "I Can" statements. Through on-going professional development studying Bloom and Webb, the staff is moving towards emphasizing higher order thinking skills for students as well as Depth of Knowledge 3 and 4 tasks. Yearly and quarterly scopes ensures purposeful sequencing and alignment of standards and pacing for all teachers. Based on teacher observations using the Danielson's Framework 3a (communication with students) and 3C (Student engagement) are areas that have improved but work is yet needed for our newest teachers.

Motivating the entire school community to strive for success: As noted in our 2015 My Voice My School Survey McDowell is listed as a "Well Organized" school. McDowell's leadership in the area of school improvement and teacher collaboration is "Very Strong" which is an indicator that not only is the school community motivated to strive for success, the school community of learners is successful.

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

### 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

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Both ILT and Teacher Teams meet regularly to analyze data to inform instructional practice and monitor student performance against end year goals. The McDowell School ILT consists of principal, Counselor, Case Manager, Primary and Intermediate Chairpersons, Early Childhood specialist and the STEM coach and meets each Monday morning. Our focus for the 201516 year has been on "effective teaching". The ILT created a protocol to measure the effectiveness of our teachers, used the data to provide supports, monitored success, and charted results. Evidence of the effectiveness of the ILT: McDowell showed strong student achievement across multiple metrics for the 2015 school year. Based on preliminary NWEA results, student attainment increased significantly. The percentage of students meeting/exceeding end-year status norms for benchmark increased 13.8% in reading and 15.5% in mathematics. 63.3% of the student population ended the year at benchmark for reading and 52.3% for mathematics. Additionally, in the K – 2 cluster, 71% of all K – 2 students assessed met/exceeded proficiency which was a 21% increase from the beginning of the year. The most student growth occurred in Kindergarten in which 88% of the students met/exceeded proficiency which was an overall 76% increase from BOY. The number of intensive students for all grades decreased from 22 to 8 from BOY to EOY and the number of students that ended the year above proficiency increased by 15% from 29 to 43 students above proficiency. The unadjusted attendance rate increased by 1.4% with the school ending the year at 96.2% which was above the end year school target and District goal of 95%. Additionally, McDowell showed impressive growth in the fortieth week On-Track rate. By the fortieth week, 83% of the student population were on-track which was a 14% increase from the previous year and well above the end – year school target of 76%.

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

### Professional Learning:

Score

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.

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Here at McDowell we build a culture of continuous learning for all staff. Teachers have shared planning time to collaborate and share best practices. Teachers meet regularly each Tuesday for the weekly teachers' meeting and during that meeting the principal presents one idea of professional learning and speak to implementation. It is a practice of McDowell that at least one agenda item is teacher led. ESP staff meets each Wednesday and receive the same training and information as the teachers. All teachers complete a professional growth plan at the beginning of the year and that plan is re-visited MOY and a final review is completed the end of the year to determine if goals are met. In this plan the teachers write a student attainment/growth goal, a professional growth goal, and an instructional improvement goal. The ILT developed an effective teacher checklist that is used to gather quantitative data to determine where teachers are instructionally and from that plan peer coaching groups are made and coaches meet weekly with their assigned teacher to review and update the protocol: Current effective teacher data 30% of the teachers scored at the "Exemplar" level 40% were deemed "Fully Developed" 30% were at the "Partially Developed" level and 0% scored as "Not Evident". Negative trends indicated that areas of concentration needed to occur around the following behaviors: Failure of teachers to model (the first step of the Optimal Learning Model and lack of lesson closure (restating the lesson objective/checking for understanding). Further areas of opportunity are better alignment of center activities and questioning to the objective being taught. All above behaviors fall under 3A of the Danielson Framework. Exemplar teachers were paired with partially developed teachers to serve as mentors and worked with teachers strictly on 3A. By the mid year observation those 2 teachers increased points in the areas of 3A on the Teacher Effectiveness Checklist.

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

### 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

1 2 **3** 4

Teachers are given common prep times to allow opportunities for collaboration. The few full day schedules were adjusted to allow opportunities for the entire staff to participate in professional development activities throughout the year. Based on our CIWP analysis and priority goals discretionary funds are aligned accordingly and are used to provide before/after school programs, field experiences, and community venues for school events. Grant writing for academic materials and technology is on-going. Focus on innovative technology integration (purchase of iPads, mobile computer lab, additional classroom computers, SMART technologies) is a school-wide priority in preparation for PARCC and implementation of the Blended Classroom Model. Currently McDowell has one/one technology for its students. There are 60 iPads, 40 Chromebooks, 60 Laptops, 30 Nooks, 40 PC's (Five per classroom) and one Smart Table in addition to SMART TV's in each classroom. The grants received for this year include ASAS, Creative Schools, and Healthy Schools; over \$15,000 for extra-curricular activities.

Struggling students receive additional opportunities to learn before and after school. McDowell also has a pull-out program that occurs during the guided reading block. to provide interventions for struggling students. These services are provided by the counselor, the case manager, and the principal. For extracurricular and enrichment opportunities that build leadership, nurture talents and interest, and increase engagement with the school, McDowell has forged the following partnerships and provided the following activities: Strings program (violin in partnership with the Chicago Jazz Philharmonic, a grant of \$40,000), music program for vocal music, Before and after school academic programs, Fine Arts program to include guitar, keyboards, ballroom dancing, and spoken word.

Through male and female mentoring other extra-curricular activities include: Fashion show, sports competition, culinary arts program, organic products production, Mommies and Muffins, Daddies and Donuts. Fundraising activities are held to fund programs. This year the school-wide fundraiser yielded a little more than \$5,000.

McDowell also hosts a school-wide holiday celebration where all students participate. McDowell holds an annual Fine Arts Festival to showcase our students talents and an annual Education and Fun Fair where students and families celebrate and showcase the accomplishments for the year.

### 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
	✓ Evidence of effectiveness of the services that community-based organizations provide
Measures	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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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.

McDowell follows a standards-based curriculum using the backwards mapping approach. More specifically, the McDowell Curriculum is aligned to the Common Core standards in Reading and Math and the NGSS standards in Science. Because ISBE just released the Social Studies Standards in February, 2016 we followed the ISBE SS standards. Curriculum/Common Core alignment can be compared to the % of students achieving on the PARCC exam: 31% of McDowell students met or exceeds state norms compared to 25% meeting/exceeding in the District and 33% meeting/exceeding in the entire state. Yearly curriculum maps are created aligning standards, instruction, and assessments for the year. At McDowell we know that true learning comes by experience. To that end teachers are expected to provide curriculum aligned field experiences for each quarter. McDowell school students on average attend 3 curriculum-aligned out-of-school field experiences per month. Annually the 3rd grade students go on a Chicago Trolley Tour and the 4th grade students visit the states Capitol (Springfield). We believe that true learning comes by experience and we therefore believe that our "Above Average" student growth and attainment percentile, student attendance of 95%, and level 1+ status has been achieved as a direct result of our aligned curriculum that is supplemented by field trips. Teachers create quarterly scopes and copies are distributed to parents. Assessment binders are peer reviewed and checked for rigor every 5 and 10 weeks. Grade reports are attached and student mastery and alignment is checked by the administration. The ILT also monitors assessments and reviews lesson plans with teacher to check for high and low level questions and DOK 3 and 4 tasks. Lesson plans are submitted each Friday and are checked by the principal using the McDowell lesson plan check list and returned to the teacher. The McDowell curriculum and the standard of excellence is held for all students including the DL student as well as the advanced learner. However N12 identified McDowell as a school for DL support due to the small percentage of DL students meeting Growth Targets. Through our partnership with the Chicago Jazz Philharmonic and our grant from Creative Schools students receive instruction in music and dance. All students receive general music classes and African Dance. Selected students receive violin lessons. Through after-school programming students participate in our extended arts program that includes: piano, drums, guitar, chorus, and ball room dancing. As research states that music has a direct correlation to mathematical skills, we can surmise that music instruction helped lead our 84% Growth percentage noted on the 2015 School Quality Report.

## 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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

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)

### Score

1 2 3 4

McDowell has a rich collection of instruction materials despite the fact that CPS had a moratorium on selecting a reading series. Last year we were able to purchase MY Math text books for all grades. Teachers in grade 3-5 also adapt EngagedNew York Engaged I for math. Studies Weekly Science and Studies Weekly Social Science provides current lesson using the NGSS and Illinois specific curriculum for grade 4. McDowell invests in digital learning contents and tools. Subscriptions include: Study Island (Reading and Math on line assistance), ST Math, Waggle (standards-based reading program) and Reading A-Z and Raz Kids. Our analysis of digital learning revealed that students who completed 70% of the digital learning programs with 70% accuracy are the students with the highest growth gains. Technology hardware includes iPads, Nooks, Laptops, PC's, Chrome Book Interactive White Boards, Smart Table, and Mp3 Players. Each Year Novels are purchased for students to participate in Battle of the Books. Literature selected comes from award winning novels that meet the requirements for complex text. To meet the needs of all students supports are in place to provide students with push-in, push-out instruction to provide hand-on instruction. After school remedial and enrichment classes are provided using alternative materials including Jr. Great Books for the advanced learner and Wilson Reading for the struggling student STEM classes are offered for the highly advanced students.

## 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

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



**Rigorous Student Tasks:**

Score

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)

1 2 **3** 4

Student work is regularly monitored across classrooms and in content areas. To hold each teacher accountable for the "rigor check" student work is displayed in the main corridor by the teacher responsible for the month. The students work displayed must be an exemplar of rigorous academic excellence with rubrics and standards attached. Teachers peer assess assessment binders each quarter and hold each other accountable for student work. The challenge is that while the assessments on paper are evidence of rigor, when observed the activities tend to be lower level i.e. The ILT conducts quarterly learning walks and results are discussed with teachers. While very few teachers live in "Distinguished" there is only one teacher that has an 89% likelihood of receiving a basic overall rating. All other rating for PAT's and/or Tenured teachers are expected to be Proficient or better. Gradebook grades are compared to NWEA MOY results for intermediate and to DIBELS and TRC results to determine if scores are correlated. In instances where there are discrepancies, root cause analysis is conducted with the teacher and the ILT. Lesson plans must include actual questions of low and high level. DOK 3 and 4 task are also required for each unit of study. Complex text are selected for the school-wide battle of the books contest. Questions are developed by the staff and students for the school-wide contest.

**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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
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

In order to build an intentional "college-going" culture McDowell engages students in the following: Career Day, and Expansion of academic debates from the gifted program to all intermediate classrooms. More information and emphasis to motivate students' awareness about college is needed. In order to give students opportunities for authentic leadership and student voice McDowell teachers integrated their college experiences into the career readiness conversations. The McDowell student council has been formed and students share in planning college and career readiness activities i.e. campus visits and/or the HBC tours. This year grades 3-5 will be touring Notre Dame University. Through female and male mentoring as well as varied and numerous field experiences children are exposed to traditional and non-traditional careers. At our level (Pre-K-5) this is the beginning of college and career readiness. McDowell is among the highest % of students on track in N12 due to our college and career access and persistence. Students who are off track create an achievement plan with attainable goals to get them back on track.

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">2b. Establishing a Culture for Learning</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

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

The area of concentration for McDowell is To create a powerful system to build capacity for teachers to become highly effective teachers. These systems will ensure that teachers will be on the learning path to develop research-based instructional strategies to improve teaching and guarantee learning for all students. Every teacher will show adequate progress towards meeting their end-of-the-year professional goals as a result from the powerful professional learning systems created. The following checklist is used to monitor teacher effectiveness and to provide professional development in areas of needs. Thus, the expectations for all teachers instructionally are:

CCSS/Objective posted and communicated.

Explicit modeling of CCSS with grade appropriate text.

The teacher creates/utilizes anchor charts.

Opportunities for guided practice utilizing strategies modeled.

\*Specifically the following Marzano's High Yield Strategies: Identifying Similarities & Differences, Summarizing & Note Taking,

Reinforcing Effort & Providing Recognition. Scaffolding provided as appropriate.

Implementation of independent practice with evidence of aligned learning task.

\*Specifically, Center tasks alignment and implementation of DOK'S 1 – 4

(1-Recall/Reproduction; 2-Skill/Concept; 3-Strategic Thinking; 4-Extended Thinking)

Evidence of differentiated task to meet students' academic needs.

Students access grade level appropriate complex text.

The teacher provides small group guided math instruction with high level questioning based upon student data.

Students are provided opportunities for independent math practice.

Lesson Closure (i.e. Review of CCSS, discuss strategies modeled, etc.)

Total Score:

31-40 = Exemplar; 21-30 = Fully; 11-20 = Partially; 0-10 = Not Evident

Additionally, teachers are trained and expected to implement the following strategies at minimum:

Preparing Students Reading Activities Interpretation/Dev. of Skills/

Word Knowledge Reading/Fluency Comprehension

\*Developing Vocabulary \*Silent Rdg. \*Round Robin \*Inference Questions

\*Spelling \*Choral Rdg. \*Echo Rdg. \*Factual Questions

\*English \*Partner Rdg. \*Shared Rdg. \*Evaluative Questions

\*Phonics \*Guided Rdg. \*Reader's Theater

\*Greek/Latin Roots \*Read Aloud \*Whole Group

\* Other\_\_\_\_\_ \*Repeated Rdg.

Extension/Evaluation/Enrichment

Writing

\*Narrative \*Expository \*Persuasive

\*Opinion \*Creative \*Journaling

Assessments

\*Teacher Made \*Publisher \*Performance \*Other\_\_\_\_\_

Enrichment

\*Extended Readings \*Research \*Art Project \*Technology Project \*Other

\*Provide sample of questions for each dimension on back

Chicago Framework for teacher data indicates that 0% of McDowell teachers are unsatisfactory 11% are Basic, 78% are Proficient and 11% are Distinguished. Of the 4 Domains, however, Domain 3 is the lowest score of the overall scores indicating that our instruction is an area of opportunity (Scores: Domain 1=3.25, Domain 2=3.5, Domain 3=3.02, and Domain 4=3.6.

## 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"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
CPS Performance Standards for School Leaders	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

McDowell has implemented a MTSS protocol map for tiers I-III in both academics and behavior. This map identifies the roles of teacher, ILT team, Data team and Student Intervention team. Parent contact and notification is applied throughout the process. An ILT member is responsible for monitoring on-track data for students and providing supports for teachers to ensure that students are on-track. TIER 1: School-wide Instruction with Strategy-Based Groups as Appropriate (80% of students), TIER 2: General Education with Increased Support (15% of students) and TIER 3: General Education with Intense Support (5% of students). Consideration for diverse learner evaluation may occur at any point but will occur most commonly after Tier III. Base line data is collected and interventions are put in place. The school counselor provides 45 minutes SEL sessions for all classes. TIER 1: Primary Prevention School-wide and Class-wide Behavior Plan, TIER 2: Secondary Prevention for at risk students and TIER 3: Tertiary Prevention for high risk students Protocol is flexible and allows students to move between tiers. Of the 8 students referred for MTSS only three student went on to be staffed into the DL program.

The Science, Technology, Engineering, and Mathematics (STEM) program works to support accelerated students through a rigorous instructional, engineering, and project based curriculum. The program utilizes Engineering is Elementary, a program that aligns to the National Science Foundation, and other agencies that offer STEM-related programs. The STEM program for the students at McDowell is vital to the future of the country, the future of our region and the future of the students themselves. Because, STEM is everywhere; its vital to the shaping of our students everyday experiences. Those students attending STEM continue to score in the 90th percentile on NWEA. Two of the students enrolled made negative growth of a few points and the challenge for children in grade 8 students scoring 221 or above in reading (that's a 9th grade level) we have 0 students scoring the equivalent in math which would be a score of 232 MOY indicating that we have to provide more challenge in math for the advanced students.

In our Head Start classroom, children ages 3- to 4-years-old are encouraged to listen as stories are read to them. They are expected to offer feedback about the stories that are being read and to ask and answer questions. Through teacher lead inquiries and student to student discourse the children at the pre-k level are introduced to carefully selected units of study that have been researched and proven by Creative Curriculum, Inc., to be of interest to early learners. Each study includes all the subject topics – language arts, math, science, social studies; and each revolves around the study. In order to address individualization, a planning and assessment component is attached to the curriculum that allows the teacher to individually track and monitor each student. The Teaching Strategies Gold Assessment and Planning Tool provides suggestions for each student to further learning and make sure each student is maximizing their potential for success.

McDowell's diverse learners are fully integrated into their general education classroom to the fullest extent possible. 100% of our diverse learners are included in their general education classrooms for all specials including art, music, gym, health, SEL, and TTM. 85% of our students are also fully included in the general classroom setting for at least two major core subject areas including science and social 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
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	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

McDowell School follows a standards-based curriculum that is NOT text book driven. After curriculum maps and assessments are created, supporting materials that are aligned to the standards are purchased. Diverse Learners receive the same instructional materials. At the end of each year teachers submit an instructional materials "wish list" and if the budget allows, the request are fulfilled. Technology infusion is one of the priority goals. A recent inventory indicates we are one/one with devices thereby transition to a blended classroom is possible. The multiple assessment measures used for triangulation include but are not limited to: Teacher made assessments, publishers assessments, digital resources that provide student progress reports (Study Island, Raz Kids, Jiji Math) in addition to NWEA MOY and the DWA summative assessments. PARCC data and NWEA growth and Attainment is above average.

McDowell was among the schools in Network 12 that had the highest percentage of students that are "on track". However, the percentage of DL students meeting growth targets is less than 50% and that is an area of great concern.

**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	✓ 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
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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.

Score

1 2 **3** 4



McDowell's brightly colored walls and child-centered decor provides a welcoming school environment. Student work is displayed in the classroom and in the main corridors. Students accomplishments are celebrated monthly in the school newsletter and a school ceremony where students receive certificates quarterly for principal honor roll, school honor roll, perfect attendance, citizenship, and most books read. McDowell has established specific norms to reflect its culture for learning and we call them "non-negotiables" and they are: Guided Reading must begin by 9:05 daily for all grades

\*Phonics and/or Word study is taught systematically and explicitly

\*Teachers must hear every child read something everyday!

\*All morning activities will be literacy based

\*Children must write everyday: Writing to Learn/Learning to Write/or Both

\*Children must submit the all-school writing assignment posted monthly

?Handwriting is taught/practiced at all grade levels

\*All student work must have a standard heading

\*Student Progress is monitored and teachers must re-teach when necessary and include modifications

\*Parents must be informed of expectations, goals, standards, and assessment criteria

\*Daily homework must include one reading activity re-enforcing a reading skill

\*All teachers are required to assign book-reports and have some kind of monitoring system

The result of creating a culture for learning contributes maintaining our enrollment that is an issue when it comes to per pupil funding. The school's reputation of hard work makes McDowell a school of choice for parents who do not live in the neighborhood. Each year we have a waiting list in all grades of at least 25 or more students. Head start parents call daily to check on availability for the current or future year. When students transfer out of the neighborhood, parents opt to keep their children at McDowell school. The rate of teachers who leave voluntarily is 0. This can be attributed to teachers who experience respect for the rigorous expectations and the results obtained as a result of hard work and perseverance. Teacher and students are recognized for their hard work and academic accomplishments.

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

**Relational Trust:**

Score

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.

1 2 3 4

Male and Female Mentoring Programs address the Illinois Social Emotional Standards. The primary and intermediate departments address behavior consistently. Students with disabilities are integrated into the Fine Arts program (keyboards, ballroom dancing, guitar). The Junior Great Books curriculum provides multi-cultural reading within the Gifted Program. Multicultural experiences include field trips to the Mexican Arts Museum, Italian Sports Museum, and Chinatown. When children misbehave, the Student Code of Conduct is applied as needed. There is a strong male presence at McDowell that provides strong role models for the male students resulting in 0 suspensions and very few student infractions.

**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"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a>
CPS Performance Standards for School Leaders	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:

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.

Score

1 2 **3** 4

For extracurricular and enrichment opportunities that build leadership, nurture talents and interest, and increase engagement with the school, McDowell has forged the following partnerships and provided the following activities: Strings program (violin in partnership with the Chicago Jazz Philharmonic), music program for vocal music, Before and after school academic programs, Fine Arts program to include guitar, keyboards, ballroom dancing, and spoken word. Through male and female mentoring other extra-curricular activities include: Fashion show, sports competition, culinary arts program, organic products production, Mommies and Muffins, Daddies and Donuts. McDowell also hosts a school-wide holiday celebration where all students participate. McDowell holds an annual Fine Arts Festival to showcase our students talents and an annual Education and Fun Fair where students and families celebrate and showcase the accomplishments for the year. So far student attendance is 96.7%. On days of extracurricular activities attendance is very rarely under 100%.

### 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	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

The adults at McDowell work actively to maintain a safe and orderly school environment. There is an intentional high male presence. Each classroom is monitored by a male staff member and/or has a 'go-to' male staff member to report safety or security issues to. These staff members serve as mentors for our young boys. At entry and dismissal times all four corners of the schools perimeter are covered by male personnel or parent volunteers to ensure that students' arrival and dismissal routines are safe and orderly. Acts that may pose a threat to students be it on-campus, off-campus, direct ( i.e bullying) or indirect (i.e. other students from another school fighting) are required to be reported immediately to security and are addressed.

**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	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
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

Based on the CPS student code of conduct, McDowell has its own Discipline Plan that details how misbehavior is handled at McDowell. Depending on the issue a student can be sent to the disciplinarian or a trip to the counselor. McDowell's brightly colored walls and child-centered decor provides a welcoming school environment. Security is positioned at the front door and visitors are greeted cordially. The primary teachers have a uniform behavior system using color codes of green, yellow, and red. The intermediate department uses the DOJO system to monitor student behavior and includes parents in the monitoring system. Presently we have 0 out of school suspensions.

**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**

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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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

1 2 **3** 4

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.

Each year at the beginning of the school year McDowell hosts a parent back to school night. Sessions are held by the principal to discuss the CIWP and the status of the school using the most current achievement data that is available. Also during back to school night, teachers discuss quarterly scopes and standards that are copied and given to each parent. During the 1st report card pick up in November, DIBELS and/or NWEA data for each student is explained to and discussed with each parent. Because McDowell is only a K-5 school rigorous attempts are made to ensure that 5th grade students apply for selective enrollment 6th grade programs. At the beginning of the year all new students are required to attend new students orientation. McDowell has recently implemented Saturday Parent Academy where parents are invited to review achievement data and are given strategies to use at home to help children succeed. The MVMS survey reveals that the entire staff builds "Strong" external relationships by involving our parents. The McDowell aggregate performance across three indicators is a score of 76 which is "Strong". Teacher parent trust is very strong (84) Parental involvement is strong (68) and Parent influence on Decision Making in Schools is strong (76).

## 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
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 Student Learning: Transitions, College & Career Access & Persistence	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	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Culture for Learning	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: Restorative Approaches to Discipline	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	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 $\emptyset$

Goals

Required metrics (Elementary)

11 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Students currently are scoring below the national percentile.	78.00	40.00	70.00	60.00
<b>National School Growth Percentile - Math</b>				
Focus on math led to significant growth. Our goal is to increase or maintain current level.	40.00	84.00	70.00	85.00

**% of Students Meeting/Exceeding National Ave Growth Norms**

Currently the 2016 national school growth percentile is actually 46%. Our goal for the 2016/17 year is to achieve our previous score of better.	56.40	(Blank)	56.50	57.00
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**African-American Growth Percentile - Reading**

For the 2016 school year the actual growth percentile for the African-American sub-group was 34. Our goal for the 2016/17 school year it to return to our highest percentile of 75.	75.00	43.00	50.00	75.50
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**Hispanic Growth Percentile - Reading**

WE do not have a Hispanic sub-group	(Blank)	(Blank)	(Blank)	(Blank)
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**English Learner Growth Percentile - Reading**

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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**Diverse Learner Growth Percentile - Reading**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**African-American Growth Percentile - Math**

For the 2016 school year the African-American growth percentile was actually 27. Note that the information pre-populated on the left is one year off. Our goal is to return to the highest percentile achieved within the last 3 years and that is 82.	39.00	82.00	82.00	83.00
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**Hispanic Growth Percentile - Math**

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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**English Learner Growth Percentile - Math**

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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**Diverse Learner Growth Percentile - Math**

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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**National School Attainment Percentile - Reading (Grades 3-8)**

The actual % of students meeting attainment was 63%. Our goal for the 2016 year is to increase our attainment percentile.	49.00	60.00	70.00	70.00
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**National School Attainment Percentile - Math (Grades 3-8)**

The actual attainment percentile for math for the 2016/17 year was 38. Our goal is to increase that percentage of students attainment to at least 55-above what we achieved during the 2014/15 school year	33.00	54.00	55.00	60.00
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**National School Attainment Percentile - Reading (Grade 2)**

School attainment for the 2015/16 school year is not 92 but 89. Our goal for the 2016/17 year is to return to the previous year all time high of 92.	26.00	92.00	50.00	93.00
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**National School Attainment Percentile - Math (Grade 2)**

The actual attainment percentile for last year was 68.00. Thus, our goal for the 2016/17 school year will to return to our all time high of at least 82.	6.00	82.00	82.00	85.00
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**% of Students Making Sufficient Annual Progress on ACCESS**



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

**Average Daily Attendance Rate**

The average daily attendance rate for McDowell School is trending up. With continued efforts and maintenance of the systems that are in place that upward trend should continue.

95.00 96.50 97.00 97.50

**My Voice, My School 5 Essentials Survey**

Well Organized. (Blank) (Blank) (Blank) (Blank)

Custom metrics 0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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**Strategies**

**Strategy 1**

If we do... ...then we see... ...which leads to...

If all classrooms have 1) tasks that are aligned to standards and objectives, 2) tasks that are intellectually engaging students in challenging content, and 3) tasks and texts that are complex and promote student engagement through inquiry and choice...

Students challenging each others' thinking, and making collective decisions

students who are cognitive thinkers who are intellectually engaged-moving students from being compliant to deep understanding through what they do.

Tags: Instruction, Depth of knowledge, Lesson planning Area(s) of focus: 1

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will continue to add engagement strategies to their repertoire through professional development and training.	Principal/ILT team	Jun 30, 2016 to Jun 30, 2017	During REACH observations teacher will receive ratings of Proficient or above on Domain 3C	Not started

**Instruction, Professional development**

**Strategy 2**

If we do... ...then we see... ...which leads to...

If teachers and staff continue to focus on common core shifts in reading and math and include parents as partners

teachers, staff, and students engaged in rigorous texts and tasks in the classroom as well as support and buy-in from the parents

improved student achievement in reading and math in both growth and attainment and parental academic involvement and shared accountability

Tags: Academic gain, Ccss, Classroom rigor Area(s) of focus: 2

Action step	Responsible	Timeframe	Evidence for status	Status
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Teachers will expose children to complex text, increase informational text, and develop students' opinion writing in ELA. Teachers will ensure that focus, coherence, and rigor is the center of mathematics instruction.

ILT, Classroom teachers, coaches

Jul 1, 2016 to Jun 30, 2017

Improved student achievement on DWA, classroom performance, and more students on track for college and career readiness

Not started

**Math, Academic gain, Academic, Stem, Balanced literacy**

### Strategy 3

If we do...

The teachers work together to build assessments vertically (since we have only one room per grade)

...then we see...

an improvement in the quality of formative assessments that are rigorous and closely aligned to the standardized test and common core standards

...which leads to...

varied assessments that clearly informs teachers of what students know and are able to do leading to targeted instruction and differentiated learning to meet the needs of all learners.

Tags:

Differentiated instruction, Formative, Assessments, Grade level meetings

Area(s) of focus:

3

Action step ⓘ

Teachers will meet quarterly to create varied formative assessments collaboratively.

Responsible ⓘ

ILT, Teachers

Timeframe ⓘ

Jul 1, 2016 to Jun 30, 2017

Evidence for status ⓘ

Assessment binders with varied assessments written/submitted by teachers of different classes. Additional opportunities to learn based on differentiated needs: i.e RIT day, Saturday School, After School

Status

Not started

**Data Use, Teacher Teams/Collaboration, Data, Academic gain, Grading, Aligned resources, Formative, Summative, Feedback**

### Strategy 4

If we do...

Continue to provide job-embedded professional learning for all teachers with differentiated level of supports based on the teachers needs and professional growth goals

...then we see...

teachers working at the highest level of their pedagogical skill using multiple research based instructional strategies

...which leads to...

1)increase number of distinguished teachers 2) engaged and cognitively challenged students in all classes 3) high and consistent student achievement and growth

Tags:

Professional Learning, Academic gain, Professional development

Area(s) of focus:

4

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

The effective teacher protocol developed by the McDowell ILT team will continue to be used to help teachers develop a professional growth plan at the beginning of each year. That plan will be monitored quarterly. The ILT team and coaches will continue to provide in-house supports for new teachers. Outside trainers/observers will be invited to provide supports and the N12 PD offerings will be attended based on need. Based on the teachers professional growth goals, off-site PD will be an option.

Principal, ILT, Coaches

Jul 1, 2016 to Jun 30, 2017

All teachers will be deemed proficient or distinguished as measured by the Chicago Teaching Framework. Teachers will lead all students to meet/exceed expected growth targets on DWA.

Behind

**Instructional Coaching, ILT, Aligned resources, Instruction**

**Strategy 5**

If we do...

Start the conversation about college and career in the primary grades and expose children to skills and habits that will foster college and career access and persistence

...then we see...

students obtaining college and career knowledge, mindsets, and skills necessary for academic planning and goal setting in future years.

...which leads to...

successful transitions from grade to grade, school to school, and school to post-secondary.

Tags:

Area(s) of focus:  
5

Action step ⓘ

Through female and male mentoring as well as our guidance program, students will participate in activities that focus on academic and personal behaviors, persistence, engagement, work habits/organization, communication/collaboration, and self-regulation. Classes will be held to include parent training to empower parents to become college and career ready partners.

Responsible ⓘ

Counselor, counselor assistant, staff

Timeframe ⓘ

Jul 1, 2016 to Jun 30, 2017

Evidence for status ⓘ

Increased on-track students, high attendance rate, increase in % of students completing homework, increased parent monitoring of student work and grades on parent portal.

Status

Not started

**Attendance, Family and Community Engagement, Academics, Aligned resources, On track**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ Teachers will continue to add engagement strategies to their repertoire through professional development and training.</p> <p>Tags: Instruction, Depth of knowledge, Lesson planning, Instruction, Professional development</p>	Principal/ILT team	Jun 30, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers will expose children to complex text, increase informational text, and develop students' opinion writing in ELA. Teachers will ensure that focus, coherence, and rigor is the center of mathematics instruction.</p> <p>Tags: Academic gain, Ccss, Classroom rigor, Math, Academic gain, Academic, Stem, Balanced literacy</p>	ILT, Classroom teachers, coaches	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Teachers will meet quarterly to create varied formative assessments collaboratively.</p> <p>Tags: Differentiated instruction, Formative, Assessments, Grade level meetings, Data Use, Teacher Teams/Collaboration, Data, Academic gain, Grading, Aligned resources, Formative, Summative, Feedback</p>	ILT, Teachers	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ The effective teacher protocol developed by the McDowell ILT team will continue to be used to help teachers develop a professional growth plan at the beginning of each year. That plan will be monitored quarterly. The ILT team and coaches will continue to provide in-house supports for new teachers. Outside trainers/observers will be invited to provide supports and the N12 PD offerings will be attended based on need. Based on the teachers professional growth goals, off-site PD will be an option.</p> <p>Tags: Professional Learning, Academic gain, Professional development, Instructional Coaching, ILT, Aligned resources, Instruction</p>	Principal, ILT, Coaches	Jul 1, 2016	Jun 30, 2017	Behind
<p>✦ Through female and male mentoring as well as our guidance program, students will participate in activities that focus on academic and personal behaviors, persistence, engagement, work habits/organization, communication/collaboration, and self-regulation. Classes will be held to include parent training to empower parents to become college and career ready partners.</p> <p>Tags: Attendance, Family and Community Engagement, Academics, Aligned resources, On track</p>	Counselor, counselor assistant, staff	Jul 1, 2016	Jun 30, 2017	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.

Parent suggestions for improvement are requested in the April newsletter where are asked to contribute ideas to the CIWP. During the LSC's well-publicized meeting held in September each year, parents are given the opportunity to revised the NCLB.

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

Title I Annual Meeting and the Title I PAC Organizational Meeting was held on September 14, 2016.

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.

Title I Annual Meeting and the Title I PAC Organizational Meeting was held on September 14, 2016. Parents were given information about the Title 1 program.

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.

The LSC will work closely with parents and will respond to suggesstions.

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.

Report cards are distributed every 10 weeks and progress reports are issued to parents every 5 weeks. Standardized test results are issued to parents when those reports are made available to the school.

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.

To prevent sending notices to parents, teachers who are not highly qualified are not hired here at McDowell.

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.

During back to school night parents are given yearly scopes that include all of the information stated above. Teachers explain each aspect of the scope and parents are given opportunities to ask questions. This practice is repeated on the two report-card pick-up dates.

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.

The School has a guidance counselor aide/parent liaison who works with parents on such things as parent portal, sign-ons for student soft-ware programs, etc.

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.

Teachers at McDowell School participate in the study of Effective Schools Research. That research values parent involvement. Teachers have an open door policy to communicate with parents. Teacher make themselves available each day between 7:30-7:45 each day except Tuesday(Teacher meeting days). Teacher also have voice mails systems set up, teachers have email addresses and in some cased teacher give parents their cell phone numbers. The teachers are trained to use features on Gradebook and on the parent portal as a way to communicate their child's progress. The DOJO system used by teachers has a feature that notifies parents when children mis-behave. All of these features allow staff to communicate with parents as equal partners and build ties with parents.

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.

The Early Childhood department coordinates the parent programs for our Head Start program. Monthly meetings and parent training activities are held monthly.

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.

Our parents communications are in the language of our parents (English) and are in a user friendly format. Monthly newsletters are sent home to parents, teachers create room newsletters, the out-calling system is used when needed, and information for parents is posted on the outside Marquee. We have a parent bulletin board located in the main corridor just east of the main office.

#### 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.)

Commitment to share vision: The mission of the Mary E. McDowell School of International Studies is to provide a high quality educational and instructional program for all students (including Diverse Learners and gifted students) ensuring that each will reach his/her fullest potential. By doing so, we will prepare students to compete in this high-tech global society. In this spirit all stakeholders will work together to provide experiences to: Enhance Self-Esteem; Encourage innovative and creative expression; Develop cooperative interactions; Challenge students to think, learn, and use information to solve complex problems. In summary our mission is... "Academic Excellence by All Means". Our mission is shared with all stakeholders by being posted in each classroom. Our abbreviated version is a constant on our newsletter and on all school-wide correspondence. At each teachers' meeting our mission statement is recited. The mission is also a topic on the Principal's report to the LSC.

High Expectations for staff: To ensure that the McDowell Teachers are functioning at the "Distinguished" Level of performance as determined by the Chicago Framework for Teaching, a team of exemplary professionals known as the ILT team has been assembled to lead the school's efforts to produce effective teachers. Collaboratively, professional development sessions are planned and data is used to create before and after school programs. Data is used to monitor and adjust classroom instruction based on the CCSS.

High expectations for students: To ensure that each child reaches his/her fullest potential and are college and career ready, McDowell fully implements the Common Core Standards in Reading and Mathematics and the Next Generation Science Standards in Science. Teachers practice small group instruction in reading and have begun to implement guided math practice in all grade. This is a non-negotiable. While effective use of reading and mathematics centers used to be a challenge we are moving towards mastery. Explicit articulation of learning objectives for the students is not a school-wide practice i.e. deliberate "I Can" statements. Through on-going professional development studying Bloom and Webb, the staff is moving towards emphasizing higher order thinking skills for students as well as Depth of Knowledge 3 and 4 tasks. Yearly and quarterly scopes ensure purposeful sequencing and alignment of standards and pacing for all teachers. Based on teacher observations using the Danielson's Framework 3a (communication with students) and 3C (Student engagement) are areas that have improved but work is yet needed for our newest teachers.

Motivating the entire school community to strive for success: As noted in our 2015 My Voice My School Survey McDowell is listed as a "Well Organized" school. McDowell's leadership in the area of school improvement and teacher collaboration is "Very Strong" which is an indicator that not only is the school community motivated to strive for success, the school community of learners is successful.

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.

CPS requires two parent-teacher conferences per school year. At that time the parent conference with the teacher and receives the report card. That occurs at the 10th and 30th week of school (November and April). Additionally, our parents are able to schedule conferences with teachers by request. Teacher try hard to accommodate the schedules of the parents. Teacher make themselves available by web-site, email, and voice-mail.

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 are distributed every 10 weeks and progress reports are issued to parents every 5 weeks. Standardized test results are issued to parents when those reports are made available to the school.

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

Teachers have an open door policy to communicate with parents. Teacher make themselves available each day between 7:30-7:45 each day except Tuesday(Teacher meeting days). Teacher also have voice mails systems set up, teachers have email addresses and in some cased teacher give parents their cell phone numbers. The teachers are trained to use features on Gradebook and on the parent portal as a way to communicate their child's progress.

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.

The following article is listed in our school newsletter as an invitation for parents to volunteer: Parents, you make the difference. When school budgets are not enough, it is often the parents who make it possible for programs to continue. Won't you give us some of your time? Simply complete the information on the form below and return it to your child's teacher ASAP:

Name \_\_\_\_\_ Child's Name \_\_\_\_\_ Child's Room Number \_\_\_\_\_

\_\_\_\_ Yes I am happy to volunteer. I am available on the following days and times \_\_\_\_\_

\_\_\_\_ Sorry, I am unavailable to volunteer at this time

Additionally, parents may observe classrooms by invitation or requests. During the visit the parent is given a checklist to complete and a space to record observations and questions for future discussion.

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

During back to school night parents are given yearly scopes that include all of the information stated above. Teachers explain each aspect of the scope and parents are given opportunities to ask questions. This practice is repeated on the two report-card pick-up dates.

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

Parent suggestions for improvement are requested in the April newsletter where are asked to contribute ideas to the CIWP. During the LSC's well-publicized meeting held in September each year, parents are given the opportunity to revised the NCLB.

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).

Each new school year students read and sign students compacts that state their agreement to: Complete all schoolwork, Come to school prepared, Show respect to the teachers, staff, and other classmates, and to attend school regularly.

## 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 increast student academic achievement through parental involvement; specify your goals.

Our goal is to empower parents to become accountable partners in raising student achievement. Parents will participate in quarterly meetings, workshops, and technology training. Topics will include Go Math, Understanding PARCC, How to Read Student Data Reports, and How to Access Digital Resources at home.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> 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.	\$ 928 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 309 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00

54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	0	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	0	.00
54565	<b>Reimbursements</b> 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.	\$	0	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	0	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	0	.00
55005	<b>Furniture and Equipment</b> 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.	\$	0	.00