



Francis M McKay Elementary School / Plan summary

## 2018-2020 plan summary

### Team

| Name                  | Role              | Email                 | Access     |
|-----------------------|-------------------|-----------------------|------------|
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|                      |                        |                            |            |
|----------------------|------------------------|----------------------------|------------|
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Team meetings

| Date       | Participants                        | Topic                      |
|------------|-------------------------------------|----------------------------|
| 02/26/2018 | All (Teachers, Staff, LSC, Parents) | CIWP Overview/Introduction |
| 03/12/2018 | All                                 | SEF                        |
| 03/19/2018 | All                                 |                            |
| 04/03/2018 |                                     |                            |
| 04/04/2018 |                                     |                            |
| 04/05/2018 |                                     |                            |
| 04/06/2018 |                                     |                            |

04/09/2018

04/10/2018

04/23/2018

School Excellence Framework

Culture of & 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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State of the school presentation is given to all stakeholders no later than the first quarter report card distribution day. School's vision and beliefs are reinforced through Back-to-School Family & Community Fair, Black History Family Night, bulletin boards, school planners, staff development meetings, ongoing collaborative discussions among teachers, monthly diverse learners professional development, weekly grade level meetings, Network 10 Summit Leadership Meetings, and parent workshops. Student led morning announcements reinforce our school's Core Values and beliefs. McKay School Affirmations and Core Values reiterated by staff, scholars, and parents via posters, assembly/ pep rally and SEL parade as well as Honor Roll Breakfast with administration, SEL Scholar of the Month and SEL monthly activities. According to the 5 Essentials, McKay School is rated as Strong in the category of Effective Leaders and Collaborative Teachers.

**Guide for Leadership & Collective Responsibility**

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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:

Score

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.

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ILT and SEL Committees regularly meet biweekly (individually and/or collaboratively). All team members have equity of voice and are active participants in asking questions and problem solving. The ILT/SEL Team gathers and uses current and relevant data to review and revise school practices and instruction as needed such as On Track versus Off Track in the areas of academics, behavior, and attendance. The ILT/SEL Team analyze formative and summative assessments using the ATLAS Protocol. Data analysis includes NWEA, Benchmark, PARCC, Dashboard data and discipline referral information to inform instruction. ILT/SEL Team members attend the Network 10 Summit Leadership meetings. Team members conduct collaborative discussions with peers during preparations periods, grade level meetings, and lunch . Additionally, ILT/SEL Team members mentor new teachers throughout the school year. In the area of Collective Responsibility, in the 5 Essentials, McKay is rated as Strong.

### 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                                            | <ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>                                                                                                                                                                                                                            |
| Five Essentials                                     | <ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>                                                                                                                                                                                                                      |
| MTSS Framework                                      | <a href="#">Shared Leadership, Evaluation of MTSS</a>                                                                                                                                                                                                                                                                    |
| 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> </ul>                                                                                                               |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |                                                                                                                                                                                                                                                                                                                          |
|                                                     | <ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></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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Professional development of staff include Network 10 Leadership Summits -Agency, Authority, and Identity in the areas of Math, Science, Social Science and Language Arts; ELA Thinking Core for Grades 3 - 8, BAS training for Grades K-2, vertically aligned Math Team Meetings, FrontRow Adaptive Computer Training for Grades 1-8, Math Envision Professional Development for Grades K-8, Grade Level Meetings in both ELA and Math, Summer ESL Bilingual Education Conference, Small Bites Nutrition Professional Development, Summer Googlepalooza, weekly ISL Support, Best Practices for Diverse Learners Training.

**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>                                                                                                                                                                                                                              |
| MTSS Framework                                      | <a href="#">Shared Leadership, Curriculum &amp; Instruction</a>                                                                                                                                                                                                                                                                  |
| 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>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>                                                                                                                                                          |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |                                                                                                                                                                                                                                                                                                                                  |
|                                                     | <ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></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

Student schedules are maximized by time in core content areas. School schedules seamlessly sync with lunch, preparation periods, MTSS, cycle (K-2, 3-5 and 6-8) interventionists, diverse learners and EL resources to ensure students academic and social-emotional needs are met for all scholars. The budget aligns to the CIWP priorities and mission of McKay School. Our partnership with YMCA/CSI Community Schools Initiatives allow scholars and parents opportunities to further their academic and social-emotional needs. Ballroom Dancing, STEM and Robotics programs, Primary & Intermediate Dance Troops, Small Bites Nutrition Program, Family Cooking Night with Chef Michael, weekly parenting workshops, Back-to-School Family & Community Fair, Black History Family Night, Hispanic Heritage Month Activities, Monthly PAC and BAC meetings, Chicago Run, Career Day, Junior Achievement, Safe Passage, Chicago Cares, Extended Learning opportunities - Saturday and After School academic enrichment programs, MTSS intervention supports, Schoolwide quarterly acknowledgment and celebration of Honor Roll, Attendance and Citizenship Awards, SEL monthly activities such as Scholar of the Month, school store, and quarterly incentive activities are some of the resources provided to meet the needs of all stakeholders.

### 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            |                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>                                                                                                                                               |
| Suggested Evidence                           | <ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul> |
| Measures                                     | <ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>                                                                                                                                                                                                                                                                      |
| Five Essentials                              | Effective Leaders, Collaborative Teachers                                                                                                                                                                                                                                                                                                |
| MTSS Framework                               | <a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>                                                                                                                                                                                                                                       |
| CPS Framework for Teaching                   | <a href="#">4a. Reflecting on Teaching &amp; Learning</a><br><a href="#">4e. Demonstrating Professionalism</a>                                                                                                                                                                                                                           |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time<br>B4. Hires and Retains Highly Effective Teachers                                                                                                                                                                                                                |

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ [Aligning Resources with Priorities: Focusing on What Matters Most](#)
- ✓ [Instructional Supports](#)
- ✓ [Strategic Source Vendor List](#)
- ✓ [CPS Instructional Time Guidelines: Elementary School Overview](#)
- ✓ [CPS Instructional Time Guidelines: High School Overview](#)
- ✓ [CPS Instructional Block Guidance: K-2 Literacy](#)
- ✓ [CPS Instructional Block Toolkits: Math](#)

Expectations for depth & breadth of Student Learning

4 of 4 complete

**Curriculum:**

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.

Score

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According to the 5 Essentials Survey, Ambitious Instruction is rated as Strong. English instruction is Strong and Math Instruction is Very Strong. New core curriculum has recently been purchased over the past few years in Math. Thinking Core has continued to add rigor to the core curriculum using the balanced literacy approach. Unpacking the common core standards using UbD (Understanding by Design) through the use of essential questions and enduring understandings, while looking for common misconceptions, while planning the lesson has made the standards come alive for students. The use of differentiated instruction through guided reading and guided math has allowed the curriculum to fully integrate academic and social emotional needs by meeting students at their functional level. Heggerty phonemic awareness instruction is implemented in grades K-2 daily. Technology-enhanced instructional tools include ThinkCERCA, FrontRow, Xtra Math, Kahn Academy and Compass Learning. Literacy and math continuum are utilized for planning differentiated instruction. Additional instructional support is given by MTSS Interventionists across all grade levels. Teachers use supplemental materials, manipulatives and other resources to meet the needs of all scholars. A leveled book-room is available for small group instruction and meeting the needs of all learners.

**Guide for Curriculum**

- **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.

- Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## 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>✓ SGRP 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| MTSS Framework                                      | <a href="#">Curriculum &amp; Instruction</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| CPS Framework for Teaching                          | <a href="#">3a. Communicating with Students</a><br><a href="#">3c. Engaging Students in Learning</a><br><a href="#">1a. Demonstrating knowledge of content and pedagogy</a><br><a href="#">1d. Designing Coherent Instruction</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| CPS Performance Standards for School Leaders        | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                     | <ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></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

Core instructional materials have been purchased which aligned to common core standards such as Envision Math, Glencoe Math, GoMath and Thinking Core. Additional, technology support is used daily such as FrontRow and Compass Learning to ensure students are not only ready to meet grade level expectations, but are also growing academically from year to year. In the 5 Essentials Survey, Ambitious Instruction is rated as strong. Supplemental materials such as Leveled Readers across content areas, Scholastic News, Scholastic Dynamath, Scholastic Storyworks, Scholastic Scope, Ready Common Core and Vocabulary Workshop are integrated into the curriculum to assure mastery. The Paths curriculum is used to incorporate SEL Standards into instruction. \*Naviance is integrated to support goals setting and college and career readiness. Enhanced technology supports differentiated instruction and future coding classes.

## 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                                            | ✓ SQRP Attainment and Growth                                                                                                                                                                                                                                                                                                                                                      |
| Five Essentials                                     | Ambitious Instruction<br>Supportive Environment                                                                                                                                                                                                                                                                                                                                   |
| MTSS Framework                                      | <a href="#">Curriculum &amp; Instruction</a>                                                                                                                                                                                                                                                                                                                                      |
| CPS Framework for Teaching                          | <a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a><br><a href="#">1b. Demonstrating Knowledge of Students</a><br><a href="#">1c. Selecting Learning Objectives</a><br><a href="#">1d. Designing Coherent Instruction</a>                                                                                                                                         |
| CPS Performance Standards for School                | A3. Allocates Resources to Support Student Learning, Prioritizing                                                                                                                                                                                                                                                                                                                 |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                     | <ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>                                                                                                                                                    |

### Rigorous Student Tasks:

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

### Score

1 2 **3** 4

According to the 2017 School Progress Report, we are average for student growth and below average for attainment. Our 2017 SQRP level is 2+. However, as rated by the 5 Essentials survey, the students felt that our academic progress was strong. The teachers have a belief that all students can learn. All instruction is Common Core aligned. Teachers have and continue to receive professional development in the TRU Math dimensions and Balanced Literacy. Implementation Plans have been created to guide Math and ELA instruction. The Thinking Core program has supported CCSS instruction with tasks that reflect key shifts in literacy, especially the areas of text complexity and citing evidence. Formative and summative assessments in literacy such as NWEA, BAS, Thinking Core Benchmark Assessments and Teacher created assessments are used for varying levels of DOK and written responses to text. Teachers use the Knowledge Center to incorporate MARS Tasks, Math Talk prompts, Problem of the Month (POMs), Live Binder, Instructional and Professional Videos, Formative Assessment Lessons (FALs) targeted, inquiry based and benchmark assessments in Front Row..

## 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). 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                                            | <ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>                                                                                                                                                                                                                                                                                                                                                                |
| Five Essentials                                     | Ambitious Instruction                                                                                                                                                                                                                                                                                                                                                                                                                         |
| MTSS Framework                                      | <a href="#">Shared Leadership, Curriculum &amp; Instruction</a>                                                                                                                                                                                                                                                                                                                                                                               |
| CPS Framework for Teaching                          | <ul style="list-style-type: none"> <li><a href="#">1.d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>                                                                                                                                    |
| CPS Performance Standards for School Leaders        | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices                                                                                                                                                                                                                                                                                                                                                              |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                     | <ul style="list-style-type: none"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For (Observation Tool)</a></li> <li>✓ <a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SQRP)</a></li> <li>✓ <a href="#">Siera Protocol – Looking at Student Work</a></li> </ul> |

### 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

The counselor uses Naviance to help students develop an Individual Learning Plan that tracks coursework and goal setting. Parents are made aware of academic opportunities and supports for their scholars through parent workshops and high school informational sessions. The school starts the conversation about post-secondary education through college pennants located around the building, Career Day, high school fair, engaging field trips, NIU partnership and classroom projects incorporating future goals and the steps needed to achieve those goals. Scholars are provided opportunity to discover personal talents and skills through partnerships during and after the school day. Mentoring programs and counseling programs are used to steer scholars who may be off-track, back on a path to achieve their goals. Scholars change classes throughout the school day in preparation for high school and college transitions. High expectations and teaching to the CCSS better prepare our scholars for College and Career readiness. High levels of attendance (teacher and scholar) also prepare scholars for college and career path readiness. McKay School's attendance rate in the 2016- 2017 school year was 97.4%.

## 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, CTE recruitment fairs, 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 CTE Pathways around career options
  - 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.
- Provide opportunities for Dual Credit/Dual Enrollment
- **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.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## 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 Identity 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>                                                                                                                                                                                          |
| MTSS Framework                                                                                                                                                                                                                                                                         | Curriculum & Instruction, Family & Community Engagement                                                                                                                                                                                                                                          |
| CPS Framework for Teaching                                                                                                                                                                                                                                                             | 2b. Establishing a Culture for Learning                                                                                                                                                                                                                                                          |
| CPS Performance Standards for                                                                                                                                                                                                                                                          | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort                                                                                                                                                                                                               |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>✓ Researching Colleges</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul> | <ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>                                                                                 |
| CPS SCHOOL EXCELLENCE FRAMEWORK 17                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                  |

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

Teachers use a variety of instructional approaches to meet students academic needs including UbD and Gradual Release of Responsibility; whole group, small group, flexible grouping, mini-lesson, one-to-one, student conferences, collaborative and independent practice in Guided Math and Guided Reading through Balanced Literacy. Various methods of discussion including collaborative conversations and a focus on questioning (scholar and teacher driven) incorporating HESS Matrix's and DOK across content areas. Math Talks are used daily to enhance mental math and application of learned math concepts. The use of rubrics promotes self-directed learning across the content areas. \*Teachers use Thinking Core strategies and a range of pedagogical approaches to meet scholar needs and anticipate misconceptions.\* Data review at weekly Grade Level, biweekly ILT and SEL meetings and scholar goal setting sessions inform the academic and SEL strengths and areas of need to continuously improve both teaching and learning. The use of technology programs such as Compass Learning, ThinkCERCA, and Front Row with adaptive practice tools refine and enrich all scholars' learning and engage them in self-directed learning. Differentiating instruction as well as reteaching concepts aligned to CCSS and engaging scholars with supplemental materials that promote thinking and are aligned to CCSS provide effective academic interventions. McKay is rated Strong in Effective Leaders and Ambitious Instruction per the 5 Essentials Survey.

## 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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## 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>✓ SGRRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>                                                                                                                                                                                                      |
| Five Essentials                                     | <ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>                                                                                                                                                                                                       |
| MTSS Framework                                      | <ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>                                                                                                                                                                                                                                                           |
| CPS Framework for Teaching                          | <ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</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>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>                                                                                                                                 |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |                                                                                                                                                                                                                                                                                                                                          |
|                                                     | <ul style="list-style-type: none"> <li>✓ CPS Framework for Teaching with Critical Attributes</li> <li>✓ CPS Framework for Teaching Professional Learning Modules</li> <li>✓ CPS Framework for Teaching Professional Learning Opportunities</li> <li>✓ Special Education Addendum</li> <li>✓ English Language Learner Addendum</li> </ul> |

### 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

Scholars are assessed in a variety of ways to inform instruction. Formative and summative assessments such as NWEA in the winter and spring, 5-week Benchmark assessments in ELA and Math, targeted assessments in FrontRow for Math, BAS Literacy Assessments in Grades K-2, End of Unit Assessments, project-based instruction prominently in Science and Social Science, targeted assessments based on students' learning styles, MARS Tasks, are used to determine whether students are On-Track or Off-track. Based upon this data teachers make academic adjustments; differentiating and reteaching for the improvement of academic achievement. Teachers work together to build rigorous common assessments and address the standards. Teachers ensure that there is a range of tasks from moderate to challenging. McKay has a school-wide grading scale and common grade weights at every grade level to ensure grading consistency for all scholars.

## 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 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.
  - 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                                                                      |
|                                                     | ✓ Grade distribution reports (course success rates)                                            |
| Measures                                            | ✓ SGRP Attainment and Growth                                                                   |
| Five Essentials                                     | Ambitious Instruction                                                                          |
| MTSS Framework                                      | Curriculum & Instruction                                                                       |
|                                                     | <a href="#">1.c. Selecting Learning Objectives</a>                                             |
| CPS Framework for Teaching                          | <a href="#">1.e. Designing Student Assessment</a>                                              |
|                                                     | <a href="#">3.d. Using Assessment in Instruction</a>                                           |
|                                                     | <a href="#">4.a. Reflecting on Teaching &amp; Learning</a>                                     |
|                                                     | <a href="#">4.b. Maintaining Accurate Records</a>                                              |
| CPS Performance Standards for School Leaders        | 81. Implements Curricular Scope and Sequence and Reviews Instructional Practices               |
| Now What? Materials to Support Improvement Planning |                                                                                                |
| ✓                                                   | <a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>                      |
| ✓                                                   | <a href="#">Assessment Design Toolkit</a>                                                      |
| ✓                                                   | <a href="#">Teacher Made Assessment Basics</a>                                                 |
| ✓                                                   | <a href="#">Grading principals and guidelines</a>                                              |
| ✓                                                   | <a href="#">Great Schools Partnership --Grading + Reporting</a>                                |

## Multi-Tiered System of Supports:

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

## Score

1 2 3 4

provide interventions/supports for students at risk for failure and/or truancy.

The MTSS implementation includes systems of SEL to support all students. CCSS core curriculum is taught in every classroom. Data informed learning environments provide guided and differentiated instruction in the content areas to accommodate student need for intervention and/or enrichment. ILT meets to analyze data of off track students who may need support in meeting academics, SEL, and attendance needs. Academic interventionists collaborate with classroom teachers to ensure that the needs of identified Tier 2 and Tier 3 student needs are addressed and enriched. Staff collaborate and work as a team of teachers and related service providers to plan and monitor targeted student support with varied instructional strategies and SEL supports of varying degrees of intensity for all students. Progress monitoring for students requiring and receiving targeted and intensive instruction and/or interventions. Other examples of SEL supports include PBIS, the Restorative Justice Team, a Mentoring/Tutoring basketball program to meet the needs of intermediate age students for academic and SEL support, school-wide check in- check out system to refocus or address student SEL issues. Schoolwide, classroom and individual attendance (as needed) plans are created to encourage daily attendance. In the school year 2016-2017, McKay School's student attendance rate was 97.4%.

## Guide for Multi-Tiered System of Supports

- **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) 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                                                                                                           |

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

Score

1 2 **3** 4

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

Under the area of Ambitious Instruction in the Five Essentials, McKay is classified as strong. This represents the atmosphere of the school which is characterized by teachers motivating students to take ownership of their learning and students who are eager to learn as characterized by an over 97% attendance rate. In the Five Essentials, English Instruction and Academic Press rated as strong and Math Instruction rated as very strong. High expectations for all students is characterized through very strong collaborative practices among teachers to share best practices, strategies to encourage students to set high goals of achievement. An environment has been established where positive discourse is a norm through collaborative conversations in the classroom and cooperative learning through guided math and balanced literacy activities. CCSS aligned instruction prepare students for college and career readiness. SEL standards are also integrated into daily instruction. McKay Affirmations, Non-negotiable rules and Core Values are examples of school-wide expectations, evidenced by learning walls that reflect high learning expectations for all students. Data informed instruction, scholar SMART goal setting, and school-wide data walls convey high learning expectations for all students and develop structures that enable practice and perseverance for all students. Guided feedback on scholar work samples and positive reinforcement throughout the school day support improved scholar outcomes, scholar by in and parental involvement in the academic process.

**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>                                                                   |
| <a href="#">MTSS Framework Curriculum &amp; Instruction</a>                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| CPS Performance Standards for School Leaders                                                                                                                                                                                                                                                                                                                           | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort                                                                                                                        |
| Now What? Materials to Support Improvement Planning                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul> |                                                                                                                                                                                                           |

### Relational Trust:

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

### Score

1 2 **3** 4

Teacher to teacher trust is evidenced by the Strong rating in the area of Collaborative Teachers in the Five Essentials. Camaraderie is evident in McKay School, from administration to the youngest scholar, there is an air of mutual respect. Scholars respond to a genuine emotional connection that fosters a village atmosphere. A high level of civility is characterized through our restorative justice program, mentoring program, PBIS program, check-in/check-out process, and through our after school programs and partnerships. In our school "Each One Reach One" is the practice staff members use to connect with scholars who may need support with academics, SEL, and/or attendance concerns. According to the Five Essentials survey, an overwhelming majority of scholars feel that their teachers treat them with respect. The net results of these programs and interactions as evidenced by the attendance rate signals good relational trust. The scholar attendance rate for McKay School in the year 2016-2017 was 97.4%. The out of school suspension rate decreased in the 2016-2017 school year.

## 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>                                                                                                                                                           |
| MTSS Framework                                      | <a href="#">Shared Leadership, Family &amp; Community Engagement</a>                                                                                                                                                                                               |
| CPS Framework for Teaching                          | <ul style="list-style-type: none"> <li>1b. Demonstrating Knowledge of Students</li> <li>2a. Creating an Environment of Respect and Rapport</li> </ul>                                                                                                              |
| CPS Performance Standards for School Leaders        | <ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>                                       |
| Now WHAT? Materials to Support Improvement Planning |                                                                                                                                                                                                                                                                    |
|                                                     | <ul style="list-style-type: none"> <li><a href="#">Social Emotional Learning Supports (cgs.edu/SEL)</a></li> <li><a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a></li> <li><a href="#">Creating a School Community (ASCD)</a></li> </ul> |

### 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

In the area of Supportive Environment on the Five Essentials survey, McKay was ranked as Neutral. However, there are many activities that contribute to Student Voice, Engagement and Civic Life. McKay School has many programs and partnerships to engage scholars throughout the day, after school and on the weekends such as the Back-to-School Family & Community Fair, field trips, Restorative Justice, multiple dance programs, Spring Fling, Glee Club, PBIS Pep Rally, Father/Daughter Dance, Family Bingo, Chicago Run, Science Fair, YMCA, Junior Achievement, YMCA Academic Bowl, Black History Family Night, Saturday School, Small Bites, Family Cooking with Chef Michael, Career Day, Urban Fishing Program, School Spirit Week, Out of Uniform Days, Officer Friendly, intramural basketball, Mentoring/Tutoring/Basketball program, and Staff vs Scholars volleyball, basketball, and softball games. Our scholars pursue community service opportunities which foster a sense of responsibility to their community and school such as participating in UNICEF. Power-up to end global hunger, Heart Run to support the American Heart Association, as well as various food drives and coin drives to help those in need locally.

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

| Evidence, Measures, and Standards            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Suggested Evidence                           | <ul style="list-style-type: none"> <li>• MVNS Student Survey completion rates and results</li> <li>• Affidavits from student organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Polls regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SL projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul> |
| Measure                                      | ✓ Five Essentials – Supportive Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Five Essentials                              | Supportive Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| MTSS Framework                               | Curriculum & Instruction, Family & Community Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| CPS Framework for Teaching                   | 2a. Creating an Environment of Respect and Rapport<br>2c. Engaging Students in Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| CPS Performance Standards for School Leaders | D3. Utilize Feedback from Multiple Stakeholders for School Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Content Standards                            | Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS 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

Established daily classroom rules/routines which incorporates school-wide non-negotiable rules, CPS Student Code of Conduct, McKay Core Values, McKay Panther Affirmation, School Discipline Referral Form, Safe Passage, Security guards, Parent/ SWOP volunteers. Parents' Volunteer Day, Restorative Justice, restorative conversations, peace circles, and behavior interventions are in place to maximize instructional time in the classroom as well as with transitions during arrival, dismissal and transitions between classes. Additional proactive approaches include Anti-Bullying Campaign, PATHS and PBIS incentives for SEL /attendance, Student of the Month which prominently displays photos of students in each class modeling positive behavior, Check-in/Check-out.

Evidence of safety drills include the following: fire drills, tornado drills, and lock-down drills.

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.
- **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.
- **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                                                                                                                                                                                                                                                                                                                             |
| MTSS Framework                                      | Curriculum & Instruction                                                                                                                                                                                                                                                                                                                           |
| CPS Framework for Teaching                          | <ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>                                                                                                                                                             |
| CPS Performance Standards for School Leaders        | A4. Creates a Safe, Clean and Orderly Learning Environment                                                                                                                                                                                                                                                                                         |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |                                                                                                                                                                                                                                                                                                                                                    |
|                                                     | <ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/pe)</a></li> </ul>                                                                                                                                                                                                                                |

### Restorative Approaches to Discipline:

Score

1 2 3 4

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.

McKay reinforces positive scholar behavior with clear expectations with the following: Daily classroom rules/routines, McKay Core Values, McKay Panther Affirmation, Non-negotiable rules, Anti-Bullying Campaign, field trips, Creative Arts School Funding Grant activities including Motown Review and Broadway Lights, PATHS, PBIS, SEL pep rally and parade, Tutoring/Mentoring program, Mindful Meditation/Yoga, Restorative Justice Team. Identified staff members lead restorative conversations, peace circles, and calm spaces for scholars needing support. Check-in/Check-out procedures for scholars needing support with social, emotional, or attendance issues. ILT regularly meets and discusses strategies to support Off-track students. Proactive approaches to shaping behavior include SEL monthly activities, photo of the Student-of-the-Month in each class prominently displayed in the main corridor, SEL poster contest, pep rally and parade. Proactive instructive practices include prior staff development in PBIS and PATHS. McKay has an Each One Reach One approach for scholars needing social and/or emotional support to connect with a staff member whom that scholar trusts. Parent contact log including positive telephone calls for scholars with improved behaviors.

### 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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

### 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                                                                                                                                                 |
| MTSS Framework                                      | <a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>                                                                                        |
| CPS Framework for Teaching                          | <a href="#">2a. Creating an Environment of Respect and Rapport</a><br><a href="#">2d. Managing Student Behavior</a><br><a href="#">4c. Communicating with Families</a> |
| CPS Performance Standards for School Leaders        | C3. Staff/Student Behavior Aligned to Mission and Vision of School                                                                                                     |
| NOW/WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |                                                                                                                                                                        |
| ✓                                                   | <a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>                                                                                                           |
| ✓                                                   | <a href="#">Guideline for Effective Discipline</a>                                                                                                                     |

### Parent and Family Partnership:

Score

1 2 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

According to the 5 Essentials survey, McKay rated Neutral in the area of Parent Involvement. To that end, McKay School has worked to strengthen Parent Partnerships by providing a welcoming environment with a Parent Resource Room, a Back-School rally where parents participated in workshops, met with teachers, and received school supplies for their children. Solicitation of support and engagement of families as partners in the instructional program include a monthly calendar, in English and Spanish, school events, parent meetings, homework extra-practice suggestions (Think Cerca, Xtra Math, Frontrow), and reminders for parents to volunteer for LSC, PAC and BAC; a Parent Volunteer Day which invites parents to volunteer in the classes of their children ( the invitation is extended beyond Parent Volunteer Day); GoCPS parent training, Grade 8 Parent Informational/High School Placement meetings, for diverse learners annual meetings with parents to inform them of their child's progress, Black History Family Night Program, student planners inform parents of McKay's School vision, attendance expectations, non-negotiable rules, and grading policies.

Outreach to families include regularly informing parents of their child's progress via report cards, progress reports, telephone calls to parents of students with excessive absences. Additionally, McKay staff make themselves available before and after school for parent conferences. Positive phone calls and acknowledgements are provided weekly to promote a collaborative and favorable home school connection.

Equitable partnerships with parents include providing information in Spanish as well as interpreters to facilitate conferences between parents and teachers.

### Guide for Parent and Family 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                                  | ✓ Examples of communication methods and content                                                                                     |
|                                                     | ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. |
|                                                     | ✓ Outreach efforts                                                                                                                  |
|                                                     | ✓ Documentation of responsiveness to Parent Support Center concerns raised                                                          |
|                                                     | ✓ Event agendas, flyers                                                                                                             |
| Measures                                            | ✓ Fundraising activities and amounts (if applicable)                                                                                |
|                                                     | ✓ How does the school honor and reflect the diversity of families including language and culture?                                   |
|                                                     | ✓ Five Essentials Score – Involved Families                                                                                         |
| Five Essentials                                     | Involved Families                                                                                                                   |
|                                                     | My Voice, My School Survey scores – outreach to parents; parent-teacher trust                                                       |
| MTSS Framework                                      | Family & Community Engagement                                                                                                       |
| CPS Framework for Teaching                          | 2c. Managing Classroom Procedures<br>4c. Communicating with Families                                                                |
| CPS Performance Standards for School Leaders        | D1. Engages Families                                                                                                                |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING |                                                                                                                                     |
| ✓                                                   | <a href="#">Parent Support Centers</a>                                                                                              |
| ✓                                                   | <a href="#">Parent University</a>                                                                                                   |
| ✓                                                   | <a href="#">Parent Portal</a>                                                                                                       |

## School Excellence Framework Priorities

| Score | Framework dimension and category                                                                         | Area of focus $\emptyset$ = Not of focus |
|-------|----------------------------------------------------------------------------------------------------------|------------------------------------------|
| 2     | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports                    | 1 2 3 <b>4</b> 5 $\emptyset$             |
| 2     | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life             | 1 2 3 4 <b>5</b> $\emptyset$             |
| 3     | Culture of & Structure for Continuous Improvement: Instructional Leadership Team                         | 1 2 3 4 5 $\emptyset$                    |
| 3     | Culture of & Structure for Continuous Improvement: Professional Learning                                 | 1 2 3 4 5 $\emptyset$                    |
| 3     | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading                      | 1 2 <b>3</b> 4 5 $\emptyset$             |
| 3     | Expectations for depth & breadth of Quality Teaching: Instruction                                        | 1 <b>2</b> 3 4 5 $\emptyset$             |
| 3     | Expectations for depth & breadth of Student Learning: Curriculum                                         | <b>1</b> 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 depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 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 and Family 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: Safety & Order                                      | 1 2 3 4 5 $\emptyset$                    |

|   |                                                                                           |   |   |   |   |   |   |
|---|-------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 4 | Culture of & Structure for Continuous Improvement: Aligned Resources                      | 1 | 2 | 3 | 4 | 5 | ⊕ |
| 4 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 | 2 | 3 | 4 | 5 | ⊕ |
| 4 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | ⊕ |

Goals

Required metrics (Elementary)

18 of 18 complete

|                                                                                                                                                                                                                                                                                                                       | 2016-2017<br>Actual | 2017-2018<br>Actual | 2017-2018<br>SQRP<br>Goal | 2018-2019<br>SQRP<br>Goal | 2019-2020<br>SQRP<br>Goal |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|---------------------------|---------------------------|---------------------------|
| <b>National School Growth Percentile - Reading</b>                                                                                                                                                                                                                                                                    |                     |                     |                           |                           |                           |
| Based on the last two years SQRP Reports and teaching/learning expectations, we expect our reading growth percentile to increase to a minimum of 75 percent in SY18 and increase by a minimum of ten percentage points every year for the next two school years.                                                      | 87.00               | 50.00               | 75.00                     | 85.00                     | 95.00                     |
| <b>National School Growth Percentile - Math</b>                                                                                                                                                                                                                                                                       |                     |                     |                           |                           |                           |
| Based on the last two years SQRP results and teaching/learning expectations, we expect our math growth percentile to increase to minimum of 70 percent in SY18 and by a minimum of ten percentage points every year for the next two school years.                                                                    | 58.00               | 45.00               | 70.00                     | 80.00                     | 90.00                     |
| <b>% of Students Meeting/Exceeding National Ave Growth Norms</b>                                                                                                                                                                                                                                                      |                     |                     |                           |                           |                           |
| Based on the last two years SQRP results and teaching/learning expectations, we expect the percentage of students meeting/exceeding national growth norms to increase to a minimum of 70 percent in FY18 and increase by ten percentage points each year over the next two years.                                     | 58.80               | 48.90               | 70.00                     | 80.00                     | 90.00                     |
| <b>African-American Growth Percentile - Reading</b>                                                                                                                                                                                                                                                                   |                     |                     |                           |                           |                           |
| Based on the last two years SQRP results and teaching/learning expectations, we expect the percentage of students meeting/exceeding national growth norms to increase to a minimum of 75 percent in FY18 and increase by ten percentage points each year over the next two years.                                     | 81.00               | 48.00               | 75.00                     | 85.00                     | 95.00                     |
| <b>Hispanic Growth Percentile - Reading</b>                                                                                                                                                                                                                                                                           |                     |                     |                           |                           |                           |
| Based on the last two years SQRP results and teaching/learning expectations, we expect the percentage of students meeting/exceeding national growth norms to increase to a minimum of 70 percent in FY18 and increase by ten percentage points each year over the next two years.                                     | 98.00               | 56.00               | 70.00                     | 80.00                     | 90.00                     |
| <b>English Learner Growth Percentile - Reading</b>                                                                                                                                                                                                                                                                    |                     |                     |                           |                           |                           |
| Data not available on SQRP.                                                                                                                                                                                                                                                                                           | (Blank)             | (Blank)             | 0.00                      | 0.00                      | 0.00                      |
| <b>Diverse Learner Growth Percentile - Reading</b>                                                                                                                                                                                                                                                                    |                     |                     |                           |                           |                           |
| Based on the last two years SQRP Reports, IEP information and CPS growth expectation and teaching/learning expectations, we expect the number of Diverse Learners meeting their projected growth target to increase to 50 percent in SY18 and by a minimum of ten percentage points each year for the next two years. | 54.00               | 22.00               | 50.00                     | 60.00                     | 70.00                     |
| <b>African-American Growth Percentile - Math</b>                                                                                                                                                                                                                                                                      |                     |                     |                           |                           |                           |

Based on the last two years SQRP Reports, CPS growth expectation and teaching/learning expectations for our African-American scholar population we estimate our growth percentile to increase to the 70th percentile in SY18 and by a minimum of ten percentage points the next two following school years.

50.00

39.00

70.00

80.00

90.00

#### Hispanic Growth Percentile - Math

Based on the last two years SQRP Reports and teaching/learning expectations we expect the growth percentile for our Hispanic scholar population to increase to a minimum of 80 percent in SY18 and by a minimum of 5 percentage points each year for the next two school years.

83.00

70.00

80.00

85.00

95.00

#### English Learner Growth Percentile - Math

Data is not available on SQRP. to increase by a minimum of ten percentage points each year for the next two years.

(Blank)

(Blank)

0.00

0.00

0.00

#### Diverse Learner Growth Percentile - Math

Based on the last two years SQRP Reports, IEP information and CPS growth expectation and teaching/learning expectations, we expect the number of Diverse Learners meeting their projected growth target to increase to a minimum of 40 percent in SY18 and by a minimum of ten percentage points each year for the next two years.

12.00

30.00

40.00

50.01

60.00

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

Based on the last two years SQRP Reports and teaching/learning expectations we expect our National School Attainment Percentile to increase to a minimum of 40 percent in FY18 and continue to increase by a minimum of 10 percentage points in the following two school years.

27.00

24.00

35.00

45.00

55.00

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

Based on the last two years SQRP Reports and teaching/learning expectations we expect our National School Attainment Percentile to increase to a minimum of 30 percent in FY18 and continue to increase by a minimum of 10 percentage points in the following two school years.

18.00

19.00

30.00

40.00

50.00

#### National School Attainment Percentile - Reading (Grade 2)

Based on the last two years SQRP Reports and teaching/learning we expect the National School Attainment Percentile to increase to a minimum of 30 percent in the first year and by 10 percentage points in the following years.

5.00

4.00

30.00

40.00

50.00

#### National School Attainment Percentile - Math (Grade 2)

Based on the last two years SQRP Reports and teaching/learning we expect the National School Attainment Percentile to increase to a minimum of 30 percent in the first year and by 10 percentage points in the following years.

7.00

1.00

30.00

40.00

50.00

#### % of Students Making Sufficient Annual Progress on ACCESS

We expect the percent of students making sufficient annual progress on ACCESS to increase to 57.09 percent in the first year and by 5 percent in the following years.

48.40

(Blank)

57.09

59.09

61.09

#### Average Daily Attendance Rate

With attendance systems and incentives, we expect our average daily attendance rate to incrementally increase by 0.5 percent in the first year and 0.5 in the following years.

97.70

97.40

97.60

98.01

98.50

#### My Voice, My School 5 Essentials Survey

The 2017 My Voice, My School 5 Essentials Survey results indicated a rating of Well Organized. We expect to maintain that rating.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

|                     |                     |                           |                           |                           |
|---------------------|---------------------|---------------------------|---------------------------|---------------------------|
| 2016-2017<br>Actual | 2017-2018<br>Actual | 2017-2018<br>SQRP<br>Goal | 2018-2019<br>SQRP<br>Goal | 2019-2020<br>SQRP<br>Goal |
|---------------------|---------------------|---------------------------|---------------------------|---------------------------|

Strategies

Strategy 1

If we do...

instruction with CCSS aligned materials and integrate technology so that Standards come alive in teaching and learning through the use of data, high quality complex text and rigorous tasks across grade levels

...then we see...

data informed instruction to assure differentiation, flexible grouping, increased critical thinking among all teachers and all scholars; as well as, fully integrated social/emotional standards aligned learning opportunities for all scholars, including diverse learners, English learners, and advanced learners

...which leads to...

improved teaching and learning aligned to the CCSS across content areas and a minimum of 70% of scholars meeting and exceeding assessment target scores by 2020

Tags:

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

Area(s) of focus:

2, 1, 3, 4

Action step

Responsible

Timeframe

Status

Use software programs such as Compass Learning/FRECKLES/ThinkCERCA/ XtraMath/Khan Academy, as a progress monitoring tool as well as for enrichment and support for all learners.

Teachers

Sep 10, 2018 to Jun 14, 2019

Not started

**Instruction, Adaptive learning**

Improve teacher capacity to deliver high quality instruction aligned to the CCSS through ongoing planning professional development the implementation of CCSS aligned instructional units.

Administration, Coaches, ILT, Teachers

Jun 19, 2020 to Jun 19, 2020

Not started

**Instruction, Academic rigor**

Reflect on instructional impact by analyzing student work in weekly team meetings and monthly planning meetings to drive instruction.

Administrators Teachers

Aug 27, 2018 to Jun 19, 2020

Not started

**Instruction**

Use assessment data to target scholar needs and implement best practices to enhance instructional practices to improve scholar performance.

Teachers

Aug 27, 2018 to Jun 19, 2020

Not started

**Instruction**

Provide opportunities for co-teaching to occur between diverse learners, English Learners, and general education teachers to maximize diverse learner support for students.

Administration Teachers

Sep 4, 2018 to Jun 19, 2020

Not started

**Instruction**



|                                                                                                                                                                                                                                                               |                                        |                                 |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------|-------------|
| Provide research based SEL/MTSS models such as PATHS, Mindful Practices, and Restorative Justice that addresses both academic and behavioral interventions to create and ensure a secure, scholar -centered learning environment for all student populations. | Administration<br>Teachers<br>Students | Aug 27, 2018 to<br>Jun 19, 2020 | Not started |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------|-------------|

**Instruction, Multi-tiered support systems**

|                                                                                                        |                                                                                 |                                 |             |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------|-------------|
| Provide differentiated PD on DOK, Thinking Core Strategies, Cognitive Demand, rigorous tasks, and UBD. | Administration<br>ILT<br>Math Team<br>Reading<br>Consultants<br>Network Support | Aug 27, 2018 to<br>Jun 19, 2020 | Not started |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------|-------------|

**Instruction, Differentiated instruction, Dok and ubd**

|                                                                        |                                   |                                 |             |
|------------------------------------------------------------------------|-----------------------------------|---------------------------------|-------------|
| Analyze lesson plans, scholar work samples, and assessments for rigor. | ILT<br>Teacher Team,<br>Scholars, | Aug 27, 2018 to<br>Jun 19, 2020 | Not started |
|------------------------------------------------------------------------|-----------------------------------|---------------------------------|-------------|

**Instruction, Assessments, Data analysis**

|                                                                                                                   |          |                                 |             |
|-------------------------------------------------------------------------------------------------------------------|----------|---------------------------------|-------------|
| Use scholar needs/strengths/challenges when determining, developing and selecting learning tasks and assessments. | Teachers | Aug 27, 2018 to<br>Jun 19, 2020 | Not started |
|-------------------------------------------------------------------------------------------------------------------|----------|---------------------------------|-------------|

**Assessments, Student interest**

|                                                |          |                                 |             |
|------------------------------------------------|----------|---------------------------------|-------------|
| Embed rigorous tasks into lesson plans weekly. | Teachers | Aug 27, 2018 to<br>Jun 19, 2020 | Not started |
|------------------------------------------------|----------|---------------------------------|-------------|

**Rigorous tasks, Lesson planning**

|                                                                                          |                                             |                                 |             |
|------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------|-------------|
| Provide monthly opportunities for parents/community CCSS aligned ELA and Math workshops. | Administration,<br>Teachers,<br>Consultants | Aug 27, 2018 to<br>Jun 19, 2020 | Not started |
|------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------|-------------|

**Parent involvement, Common core alignment, Community based instruction**

**Strategy 2**

If we do...

professional development aligned to a scope and sequence that is aligned to the CCSS for ELA and Mathematics, the Balanced Literacy Framework, the Tru Math Framework and our data

...then we see...

curriculum and instruction focused on data, best practice, vertical alignment and cross content integration

...which leads to...

improved teaching and learning aligned to the CCSS across content areas, as well as narrowing achievement gaps across all grade levels, to support improvement in scholar attainment and a minimum of 70% of scholars meeting and exceeding assessment target scores by 2020

Tags:  
Curriculum, Curriculum mapping, Curriculum alignment

Area(s) of focus:  
1

| Action step                                                                     | Responsible | Timeframe                       | Status      |
|---------------------------------------------------------------------------------|-------------|---------------------------------|-------------|
| Use the Knowledge Center for teacher resources and rigorous tasks for students. | Teachers    | Aug 27, 2018 to<br>Jun 19, 2020 | Not started |

**Curriculum, Knowledge center**

|                                                                                                                                     |                       |                                |             |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------|-------------|
| Purchase supplemental leveled materials to increase Balanced Literacy, Guided Math, differentiated instruction, and rigorous tasks. | Administration<br>ILT | Jul 2, 2018 to<br>Jun 30, 2020 | Not started |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------|-------------|

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

|                                                                         |                       |                                |             |
|-------------------------------------------------------------------------|-----------------------|--------------------------------|-------------|
| Provide PD to staff on D.O.K., Cognitive Demand, Rigorous Tasks and UBD | Administration<br>ILT | Aug 6, 2018 to<br>Jul 26, 2019 | Not started |
|-------------------------------------------------------------------------|-----------------------|--------------------------------|-------------|

**Curriculum, Rigorous tasks, Cognitive demand, Ubd**

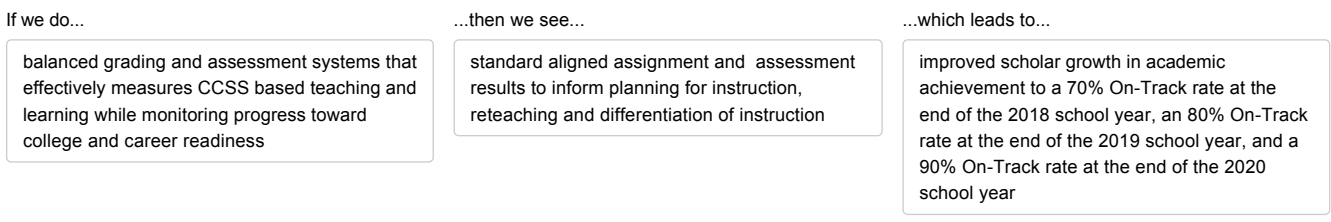
|                                                                            |                            |                                 |             |
|----------------------------------------------------------------------------|----------------------------|---------------------------------|-------------|
| Use backward design model to ensure scholars are prepared for assessments. | Administration<br>Teachers | Aug 27, 2018 to<br>Jun 19, 2020 | Not started |
|----------------------------------------------------------------------------|----------------------------|---------------------------------|-------------|

**Curriculum, Ubd, Backwards design**

|                                                                                                                                                            |                                                        |                                 |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------|-------------|
| Grade level collaboration and vertical articulation, each grade level will create a scope and sequence with year-long curriculum maps aligned to the CCSS. | Administration<br>Teachers<br>ILT<br>Grade Level Teams | Aug 27, 2018 to<br>Jun 26, 2020 | Not started |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------|-------------|

**Vertical articulation, Scope and sequence, Collaboration, Curriculum mapping**

**Strategy 3**



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

Area(s) of focus:  
3

| Action step                                                                       | Responsible                | Timeframe                      | Status      |
|-----------------------------------------------------------------------------------|----------------------------|--------------------------------|-------------|
| Monitor uniform grading scale, grades categories and weights across grade levels. | Administration<br>Teachers | Sep 4, 2018 to<br>Jun 26, 2020 | Not started |

**Balanced grading and assessment**

|                                                                                                             |          |                                |             |
|-------------------------------------------------------------------------------------------------------------|----------|--------------------------------|-------------|
| Embed reteaching into lesson planning and adjust grades to reflect additional assessments after reteaching. | Teachers | Sep 4, 2018 to<br>Jun 26, 2020 | Not started |
|-------------------------------------------------------------------------------------------------------------|----------|--------------------------------|-------------|

**Grading, Balanced grading and assessment**

|                                                                                                        |          |                                 |             |
|--------------------------------------------------------------------------------------------------------|----------|---------------------------------|-------------|
| Differentiate assessments and instruction based on RIT scores and data gathered from other assessments | Teachers | Aug 27, 2018 to<br>Jun 26, 2020 | Not started |
|--------------------------------------------------------------------------------------------------------|----------|---------------------------------|-------------|

**Differentiated instruction, Rit instruction**

|                                                                                  |                |                                |             |
|----------------------------------------------------------------------------------|----------------|--------------------------------|-------------|
| Use a ten point grading scale to account for the increased rigor in instruction. | Administration | Sep 4, 2018 to<br>Jun 26, 2020 | Not started |
|----------------------------------------------------------------------------------|----------------|--------------------------------|-------------|

**Grading, Gradebook, Rigor**

Allow scholars to make adjustment to work after reflection and guiding feedback before grading.

Teachers

Sep 4, 2018 to Jun 26, 2020

Not started

**Feedback**

**Strategy 4**

If we do...

Tiered instruction and provide every scholar with high quality differentiated core instruction (Tier 1), based upon the analysis of multiple data sources, some scholars will receive targeted supplemental instruction/behavioral interventions (Tier II), and a fewer scholars will be provided intensive supports based on individual need (Tier III).

...then we see...

the appropriate levels of academic and SEL support to accelerate the performance of all scholars

...which leads to...

improved academic and social emotional outcomes to support an increase to a 90% growth norm and 55% attainment goal by the year 2020

Tags:

Tier 2 & 3, Tier 1, Multi-tiered support systems

Area(s) of focus:

4

Action step

All scholars will receive core and SEL instruction with fidelity (Tier 1).

Responsible

Teachers

Timeframe

Sep 4, 2018 to Jun 26, 2020

Status

Not started

**Multi-tiered support systems**

A MTSS Team will use the data-based problem solving model to make student instructional decisions.

MTSS Team

Aug 27, 2018 to Jun 26, 2020

Not started

**Multi-tiered support systems**

Provide staff training in all areas of the MTSS model.

Administration

Aug 27, 2018 to Jun 26, 2020

Not started

**Multi-tiered support systems**

Teachers will progress monitor to provide an ongoing assessment conducted, for the purposes of guided instruction, addressing school climate and Social Emotional Learning (SEL), monitoring student progress, and evaluating instruction/intervention effectiveness.

Teachers

Aug 27, 2018 to Jun 26, 2020

Not started

**Multiple measures for screening, diagnosing, and progress monitoring**

**Strategy 5**

If we do...

involve students in engaging and self-motivated activities, while providing a structure for philanthropy and civic involvement

...then we see...

increased opportunities for student voice, increased student ownership of learning and increased involvement in school and community civic improvement

...which leads to...

3% improved attendance rate, a 20% decrease in discipline issues and a 20% increase in the participation rate of student and parent involvement in school and community activities by June 2019

Tags:

Student voice, engagement, & civic life

Area(s) of focus:

5

Action step

Create a quarterly student newsletter

Responsible

Students and teacher advisor

Timeframe

Sep 24, 2018 to Jun 21, 2019

Status

Not started

**Student voice, engagement, & civic life, Student newsletter**

|                             |                              |                             |             |
|-----------------------------|------------------------------|-----------------------------|-------------|
| Establish a student council | Students and teacher advisor | Oct 1, 2018 to Jun 26, 2020 | Not started |
|-----------------------------|------------------------------|-----------------------------|-------------|

**Student council, Student voice, engagement, & civic life**

|                                      |                       |                              |             |
|--------------------------------------|-----------------------|------------------------------|-------------|
| School-wide service learning project | Students and SEL Team | Jan 14, 2019 to Jun 21, 2019 | Not started |
|--------------------------------------|-----------------------|------------------------------|-------------|

**Student voice, engagement, & civic life, School-wide service learning project**

|                                      |                                        |                             |             |
|--------------------------------------|----------------------------------------|-----------------------------|-------------|
| Earth day Informed Action Activities | Students, Teachers, and Administration | Apr 1, 2019 to Apr 30, 2019 | Not started |
|--------------------------------------|----------------------------------------|-----------------------------|-------------|

**Student voice, engagement, & civic life, Earth day**

Action Plan

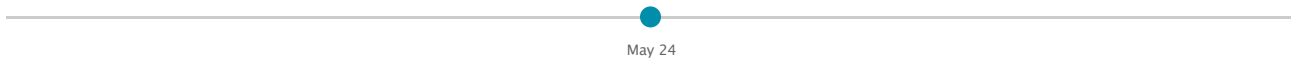
Strategy 1

NOT STARTED

Use software programs such as Compass Learning/FRECKLES/ThinkCERCA/ XtraMath/Khan Academy, as a progress monitoring tool as well as for enrichment and support for all learners."

Sep 10, 2018 to Jun 14, 2019 - Teachers

Status history



NOT STARTED

May 24, 2018  
**Evidence**  
Progress Monitoring reports

NOT STARTED

Improve teacher capacity to deliver high quality instruction aligned to the CCSS through ongoing planning professional development the implementation of CCSS aligned instructional units."

Jun 19, 2020 to Jun 19, 2020 - Administration, Coaches, ILT, Teachers

Status history



NOT STARTED

May 24, 2018  
**Evidence**  
Professional Development Schedule, Meeting agendas with action items and unit and lesson plans

NOT STARTED

Reflect on instructional impact by analyzing student work in weekly team meetings and monthly planning meetings to drive instruction."

Aug 27, 2018 to Jun 19, 2020 - Administrators Teachers

Status history



NOT STARTED

May 24, 2018  
**Evidence**  
Student work

NOT STARTED

Use assessment data to target scholar needs and implement best practices to enhance instructional practices to improve scholar performance."

Aug 27, 2018 to Jun 19, 2020 - Teachers

## Status history



May 24

NOT STARTED

May 24, 2018  
**Evidence**  
Progress monitoring reports Lesson Plans

NOT STARTED

Provide opportunities for co-teaching to occur between diverse learners, English Learners, and general education teachers to maximize diverse learner support for students."

Sep 04, 2018 to Jun 19, 2020 - Administration Teachers

## Status history



May 24

NOT STARTED

May 24, 2018  
**Evidence**  
Lesson Plans Grade Level Meetings

NOT STARTED

Provide research based SEL/MTSS models such as PATHS, Mindful Practices, and Restorative Justice that addresses both academic and behavioral interventions to create and ensure a secure, scholar -centered learning environment for all student populations."

Aug 27, 2018 to Jun 19, 2020 - Administration Teachers Students

## Status history



May 24

NOT STARTED

May 24, 2018  
**Evidence**  
Lessons Activities

NOT STARTED

Provide differentiated PD on DOK, Thinking Core Strategies, Cognitive Demand, rigorous tasks, and UBD."

Aug 27, 2018 to Jun 19, 2020 - Administration ILT Math Team Reading Consultants Network Support

## Status history



May 24

NOT STARTED

May 24, 2018  
**Evidence**  
PD Agenda Classroom Observations

NOT STARTED

Analyze lesson plans, scholar work samples, and assessments for rigor."

Aug 27, 2018 to Jun 19, 2020 - ILT Teacher Team, Scholars,

## Status history



May 24

NOT STARTED

May 24, 2018

**Evidence**

ILT Agenda Common planning agendas, Lesson Plans

NOT STARTED

Use scholar needs/strengths/challenges when determining, developing and selecting learning tasks and assessments."

Aug 27, 2018 to Jun 19, 2020 - Teachers

## Status history



NOT STARTED

May 24, 2018

**Evidence**

Lesson Plans, Unit Plans

NOT STARTED

Embed rigorous tasks into lesson plans weekly."

Aug 27, 2018 to Jun 19, 2020 - Teachers

## Status history



NOT STARTED

May 24, 2018

**Evidence**

Lesson Plans

NOT STARTED

Provide monthly opportunities for parents/community CCSS aligned ELA and Math workshops."

Aug 27, 2018 to Jun 19, 2020 - Administration, Teachers, Consultants

## Status history



NOT STARTED

May 24, 2018

**Evidence**

Agendas, Evaluations, MSMV

### Strategy 2

NOT STARTED

Use the Knowledge Center for teacher resources and rigorous tasks for students."

Aug 27, 2018 to Jun 19, 2020 - Teachers

## Status history



NOT STARTED

May 24, 2018

**Evidence**

Unit Plans

NOT STARTED

Purchase supplemental leveled materials to increase Balanced Literacy, Guided Math, differentiated instruction, and rigorous tasks."

Jul 02, 2018 to Jun 30, 2020 - Administration ILT

## Status history



NOT STARTED May 24, 2018  
**Evidence**  
School Budget

NOT STARTED Provide PD to staff on D.O.K., Cognitive Demand, Rigorous Tasks and UBD"  
Aug 06, 2018 to Jul 26, 2019 - Administration ILT

### Status history



NOT STARTED May 24, 2018  
**Evidence**  
PD Agendas

NOT STARTED Use backward design model to ensure scholars are prepared for assessments."  
Aug 27, 2018 to Jun 19, 2020 - Administration Teachers

### Status history



NOT STARTED May 24, 2018  
**Evidence**  
Unit Plans Lesson Plans

NOT STARTED Grade level collaboration and vertical articulation, each grade level will create a scope and sequence with year-long curriculum maps aligned to the CCSS."  
Aug 27, 2018 to Jun 26, 2020 - Administration Teachers ILT Grade Level Teams

### Status history



NOT STARTED May 24, 2018  
**Evidence**  
Curriculum Maps Unit Plans Lesson Plans Scope and Sequence

## Strategy 3

NOT STARTED Monitor uniform grading scale, grades categories and weights across grade levels."  
Sep 04, 2018 to Jun 26, 2020 - Administration Teachers

### Status history



NOT STARTED May 24, 2018  
**Evidence**  
Gradebook

NOT STARTED Embed reteaching into lesson planning and adjust grades to reflect additional assessments after reteaching."  
Sep 04, 2018 to Jun 26, 2020 - Teachers

### Status history



NOT STARTED

May 24, 2018  
**Evidence**  
Lesson Plans Gradebook

NOT STARTED

Differentiate assessments and instruction based on RIT scores and data gathered from other assessments"  
Aug 27, 2018 to Jun 26, 2020 - Teachers

### Status history



NOT STARTED

May 24, 2018  
**Evidence**  
Lesson Plans Gradebook

NOT STARTED

Use a ten point grading scale to account for the increased rigor in instruction."  
Sep 04, 2018 to Jun 26, 2020 - Administration

### Status history



NOT STARTED

May 24, 2018  
**Evidence**  
Gradebook

NOT STARTED

Allow scholars to make adjustment to work after reflection and guiding feedback before grading."  
Sep 04, 2018 to Jun 26, 2020 - Teachers

### Status history



NOT STARTED

May 24, 2018  
**Evidence**  
Lesson Plans Scholar Work

## Strategy 4

NOT STARTED

All scholars will receive core and SEL instruction with fidelity (Tier 1)."  
Sep 04, 2018 to Jun 26, 2020 - Teachers

### Status history



NOT STARTED

May 24, 2018  
**Evidence**  
Lesson Plans

NOT STARTED

A MTSS Team will use the data-based problem solving model to make student instructional decisions."  
Aug 27, 2018 to Jun 26, 2020 - MTSS Team

### Status history





NOT STARTED May 24, 2018  
**Evidence**  
MTSS Reports

NOT STARTED Provide staff training in all areas of the MTSS model."  
Aug 27, 2018 to Jun 26, 2020 - Administration

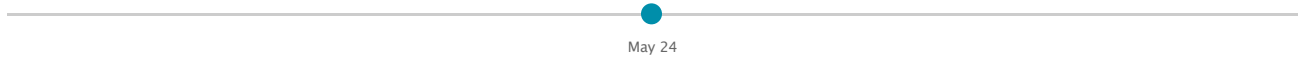
### Status history



NOT STARTED May 24, 2018  
**Evidence**  
PD Agendas

NOT STARTED Teachers will progress monitor to provide an ongoing assessment conducted, for the purposes of guided instruction, addressing school climate and Social Emotional Learning (SEL), monitoring student progress, and evaluating instruction/intervention effectiveness."  
Aug 27, 2018 to Jun 26, 2020 - Teachers

### Status history

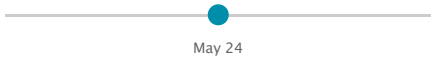


NOT STARTED May 24, 2018  
**Evidence**  
Progress Monitoring Sheets

## Strategy 5

NOT STARTED Create a quarterly student newsletter"  
Sep 24, 2018 to Jun 21, 2019 - Students and teacher advisor

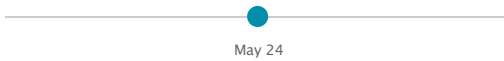
### Status history



NOT STARTED May 24, 2018  
**Evidence**  
Published newsletter

NOT STARTED Establish a student council"  
Oct 01, 2018 to Jun 26, 2020 - Students and teacher advisor

### Status history



NOT STARTED May 24, 2018  
**Evidence**  
Student council campaign and election

NOT STARTED School-wide service learning project"  
Jan 14, 2019 to Jun 21, 2019 - Students and SEL Team

### Status history



NOT STARTED

May 24, 2018

**Evidence**

Photographs and artifacts

NOT STARTED

Earth day Informed Action Activities"

Apr 01, 2019 to Apr 30, 2019 - Students, Teachers, and Administration

## Status history



NOT STARTED

May 24, 2018

**Evidence**

Lesson Plans and Bulletin Boards

## 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 the 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.

### ESSA Program

ESSA 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.

ESSA 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

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

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

An annual parent meeting will be held before September 28, 2018 to review the CIWP and an annual parent meeting was held February 7, 2018 to give parents and the community an opportunity to review and offer suggestions for improvement/revision of the CIWP.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

An ESSA Title I annual Parent Meeting AND Title I PAC Organizational Meeting will held before September 28, 2018 to inform parents of the school's participation in Title I programs and to explain Title I requirements and their right to be involved in the Title I programs. Monthly parent meetings will also be held to continue parent contact and involvement. Flyers inviting parents and the community to these meetings will be sent to every home, posted in local stores and other community businesses. The school out calling system will also be used to make calls to all students' contact numbers inviting parents to attend these meetings.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

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

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

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

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

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

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

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

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

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

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

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

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Parent Programs and initiatives are extended to and implemented in our Head Start Program. Parents will continue to be encouraged and acknowledged for attending workshops and meetings provided by the Office of Early Childhood. Parents will also be encouraged and recognized for using parenting resources provided by the Office of Early Childhood.

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

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

#### Policy Implementation Activities

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

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

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

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

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

All boxes are checked.

#### School-Parent Compact

Complete

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

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

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

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

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

Report cards and progress reports will be distributed on the following weeks as follows 5, 15, 25, 35 week progress reports and 10, 20, 30 and 40 week report cards will be distributed. Parents will also be given 5-week Assessment information.

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

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

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

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

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

To support student learning parents should follow the CPS Homework Policy guidelines when scheduling homework time. Parents should also schedule at least 20-30 minutes daily to read to or with their child/children. A reading log will be sent home with every student. All students are expected to read a minimum of 25 books per year. Parents should also monitor student attendance and make sure that children come to school daily and on time. Attendance incentives will be given quarterly to scholars and parents. Random incentives will be given to scholars with 100% attendance and primary parents who have scholars with 100% attendance throughout the school year.

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

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

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

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

Parent Budget

Complete

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

The goal of our parent program

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

| Account(s)      | Description                                                                                                                                                                                             | Allocation |        |     |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------|-----|
| 51130,<br>52130 | <b>Teacher Presenter/ESP Extended Day</b><br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.                            | \$         | Amount | .00 |
| 53405           | <b>Supplies</b><br>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. | \$         | 500    | .00 |
| 53205           | <b>Refreshments</b><br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.                                                 | \$         | 915    | .00 |
| 54125           | <b>Consultants</b><br>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)                               | \$         | 2261   | .00 |
| 54505           | <b>Admission and Registration Fees, Subscriptions and memberships</b><br>For Parents use only.                                                                                                          | \$         | 300    | .00 |

<p>54205</p><p>**Travel**

Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

|    |     |     |
|----|-----|-----|
| \$ | 500 | .00 |
|----|-----|-----|

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<p>54565</p><p>**Reimbursements**

Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

|    |     |     |
|----|-----|-----|
| \$ | 100 | .00 |
|----|-----|-----|

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<p>53510</p><p>**Postage**

Must be used for parent and family engagement programs only.

|    |        |     |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|

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53306

**Software**

Must be educational and for parent use only.

|    |        |     |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|

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55005

**Furniture and Equipment**

Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

|    |        |     |
|----|--------|-----|
| \$ | Amount | .00 |
|----|--------|-----|