Cyrus H McCormick Elementary School (/school-plans/288) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/06/2016	All	Organize, structure process, team, timelines, review former TOA

01/27/2016	ILT and Grade Level Teams	Literacy, TOA
02/03/2016	ILT	N7 Core Instructional Rubric
02/10/2016	ILT	Complete SEF and reach consensus on ratings
02/17/2016	Principal and Assistant Principal	Review SEF/Instructional Rubric, Prioritize Categories and Decide on Areas of Focus
03/02/2016	ILT	Areas of Focus, Strategies, Action Plans
03/03/2016	Instruction Subcommittee	Work on Strategies and Action Plans
03/07/2016	Restorative Approaches to Discipline Subcommittee	Work on Strategies and Action Plans
03/14/2016	Principal and LSC Representative	Updated on progress, work completed and highlights of plan and feedback
03/16/2016	ILT	Worked on Strategies, Action Plans, Parent Survey
03/08/2016	Principal, N7 ISL and N7 Data Strategist	Principal at CIWP Clinic in N7
03/16/2016	ILT Subcommittes (each strategy)	Refined strategies and action plans
03/23/2016	ILT Subcommittees (each strategy) and Grade Level Teams	Continued refining strategies and actions
03/30/2016	ILT Subcommittees and Grade Level Teams	Completed feedback,refining strategies and actions
04/06/2016	ILT	Final Review
04/28/2016	LSC	Final Review and Approval

School Excellence Framework

Culture of & Structure for Continuous Improvement	4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1   2   **3**   4

> Most practices are evident based on our Vision which is shared with teachers, LSC, but not all parent committees, teachers report on the 5 Essentials; structure in place to share leadership e.g. ILT, N7 Teachers Leaders/Development Representative - this year all 2nd and 5th grade teachers attended some level of training to ensure the impact would extend among the primary throughout the intermediate; teachers encouraged to take additional coursework, 2 have completed Sp Ed endorsement, one working on.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 **3** 4

> A new ILT structure and team was created this SY2016 representative of all programs and grades; we have begun to use and analyze data, however at times get stuck on the problem solving phase and continue to need the support in using the RIOT though we do use the Root Cause Analysis; this is evident especially on our minutes and Action Item Summary. Finding time to meet and tackle all priorities is still a challenge though we are meeting twice a month for 2 hours. Membership and roles are defined. Group is planning a mid-end of year retreat.

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	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

1   2   **3**   4

> The school provides various means of Professional Learning. We have Book Talks according to school-wide curriculum as well as teacher needs/interest for growth. New teachers are paired with Mentors, Data Analysis occurs school-wide, grade level and one on one. In-house PD Mini-workshops given by teachers for teachers; N7 PD Spanish Literacy and Transitioning, Teacher Leader/Development; PATHS, UDL, Eureka Math (ENY), FOSS, WIDA, STC, ILT training; UDL observation, coaching, mentoring are also other ways that professional learning is being provided at our school.

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

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1   2   3   **4**

Schedules reflect the minutes required by CPS for content, budget is aligned to CIWP priorities, two half-time teachers to provide interventions to primary and Intermediate students were hired this year; extended day/after school program were created to serve Tier 2 and Tier 3 students and another for enrichment (ASAS, Before the Bell, Beyond the Bell); budget reflect bucket allocations to provide time for curricular activities including unit revisions and scope and sequence in ELA; community partners including Chicago Cares also provides a Saturday program focused on science and math and through ENLACE we provide 8-10 parent mentors to help tutor students and the NMMA partners to provide cultural and historical experiences through the arts to 4th grade students and the school also provides an afterschool mural class.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Curriculum:

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

1   2   **3**   4

> The school is currently working on completing a Literacy Scope and Sequence. We have a new curriculum for Science; FOSS, second year of ENY, literacy units and performance tasks which are aligned to the CPS Literacy Framework, Lucy Calkins Writing Units are in place, SEL,PATHS, Climate Check, Restorative Practice are implemented in lesson plans. SQRP, data analysis and CCSS are used for planning.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.

- Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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

> The school has invested quite a bit of funds over the last four years, expanded technology including ELMOs, desktops, chrome books, iPads, 2 Prometheans, mimeoboards across the school including preschool and special education classrooms; purchased FOSS kits k-5, LC Writing Units, ENY workbooks, listening centers, classroom libraries and book room, leveled readers, classroom lending library; PATHS kits/books, materials are in both languages English and Spanish depending on language of instruction and support needed; IXL, Easy CBM, LLI kits, DynEd, Reading Plus.

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1   2   **3**   4

> The school examines grade level Units and weekly lesson plans, which now include UDL. Also, through formal and informal observation during various subject areas; teachers provide rigorous student tasks during Guided Reading Groupings, ENY curriculum, Math Talks for math, science and across content; IXL for vocabulary. Finding time to examine student work on a regular basis at grade level is still a challenge.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). 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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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)

Score

1   2   **3**   4

Teachers have adopted a a College/University to inspire students towards higher education. A Career Week in October kicks off our annual efforts, the ASAS program includes a leadership class and/or Peer Leaders; Transition to Madero Middle School activities include a panel of alumni students who return to McCormick to discuss their experience at Madero. The schools are currently working on a better transition schedule and activities for next year.

Guide for Transitions, College & Career Access & Persistence

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

want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

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 are currently using the principles of UDL, small group instruction, guided reading. Two Interventionists (part-time) are providing tutoring and intensive instructional support specific to the students' needs. Daily 5, CAFE, GRR structures are used within the balanced literacy approach. GRR is also used in ENY math. Student goal setting (SMART), unit and lesson plans, CCSS, WIDA standards are being incorporated into lesson; teachers engage students through critical thinking and questioning in literacy and through Math Talks. Teachers hold at least one grade level meeting to plan for the upcoming week. There is still a need to structure grade level meetings to discuss how to manage small groups and differentiation within these groups, strategies to use with specific skill levels and alignment with CIWP priorities; and continued need for coaching and leadership development of the grade level chairs and the coaches to ensure deep thinking and engagement to problem solve and close instructional gaps school-wide.

Guide for Instruction

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1   2   **3**   4

> Most practices and components of a MTSS is clear, but there is room for improvement. School-wide academic and behavior supports; completed MTSS folder on Google drive (RTI, interventionea) provides a Handbook and tools for teachers to use; consistency on core instruction is needed, UDL principles are emerging, T2-3 Interventionists provide in-school support through push-in model; Observation, feedback, coaching and mentoring is key to support teachers, PLPs are monitored regularly, progress monitoring is consistency, but at various pacing levels, but monitored by Literacy Coach. RTI is moving along, but teacher consistency is still a challenge. BHT/ODRs have been formed, but process and pacing needs work. McCormick is an SEL model School and soon to be a PATHS Model School. Attendance is steady on average 95%.

Guide for Multi-Tiered System of Support

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

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

> The school uses the following methods to measure student learning; NWEA, TRC, DIBELS, and ACCESS Data. The WIDA Standards, CCSS, NGSS; IEP Accommodations and Modifications; A Progress Monitoring Schedule and Assessment Schedule was created for teachers to follow, MTSS Tier 2 and T3 Protocols have been established. Exit slips are common across grades. Scope and sequence for ELA is almost complete so assessments will be an area to focus next year. The grading scale was changed this year to the CPS recommended for consistency with other District schools, but weights other than percentages and student work analyzed for ensuring common grading practices is still an area to polish.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1   2   3   **4**

Goal setting is occurring in various ways. Teachers are goal setting with their grade level, with the class and with the student. Teacher and students are meet during classroom morning meetings as a community. School-wide daily messages announce by students who open the school day with the pledge and the virtue of the month. The school provides Extended Day Programs: Before the Bell, Beyond the Bell, Discovery and ASAS, which target different academic levels and enrichment. We acknowledge students who have excellent grades, attendance and behavior with the Principal Honor Roll, Award Assemblies and Bingo with the Principal. Teachers provide small group work, and student work with feedback. Attendance classroom graphs are posted outside classrooms as well as data walls. Classrooms turn on the "Lights for Learning" (daily perfect attendance) when their class has perfect attendance and daily congratulations messages. Students selected the motto (Loyalty, Perseverance, Success) as well as the school's mascot.; Attendance Cheer Be on Time, In School, Every Day; School Cheer in 3 Languages, Yes, We Can, Si Podemos + Chinese are also announced. The school provides Career Week where students are exposed to different careers.

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	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 2 **3** 4

> McCormick community has been increasing in relational trust as evident by our 5 Essential Reports (from partially organized in 2012 to organized in 2015). The adults are expected to model respectful behaviors and collaboration so that we are role models for our students. Our PATHS curriculum has expanded to the 5th grade this year and to the adult in the facility and parents through SEL informational and workshops. Informal teacher-student Check in-out; SEL, PATHS Kid of the Day, Peer Leaders, restorative practice training and grade level meeting conversations provide other evidence of building trust among students, staff and parents. McCormick was selected as a SEL model school 2014-2015 and a PATHS model school in 2015-2016.

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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

> ASAS Class Schedule, Peer Leaders, Lunch with the Principal Awardees, Career Week Panel and Classroom Visitors, Student Contracts and Behavior Plans; students selected School Mascot (Wolf) and Motto: Loyalty, Perseverance, Success; students select redeem class behavior voucher rewards and they have provided feedback on the rewards.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   **3**   4

> Annual Emergency Training and Procedures with all staff; PBIS expectations for students; SCC orientation for parents and students; Coaching of teachers on CHAMPS for classroom management. Regular drills and required emergency drills are offered during the school year to maintain school community alert and aware of procedures. The Staff receives information in their emergency binders and staff handbook.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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.

A BHT was created, but needs refinement to address needs of students referred in a more timely manner. The ODRs have to be redesigned to be in alignment with the CPS SCC. Teachers have received some training on restorative practice, but more PD is needed for commitment, common understanding and usage. We have a "Happy Hour for Teachers" provided by our Erie House Partner for individualized teacher support after work hours, but very few teachers take advantage of the service. There are PBIS Cool Tools, but we are unsure of how often they are used and if they are helpful. Parent workshops have been provided on SEL topics including restorative practice, but more is needed for better understanding of school practices; CHAMPs Training and strategies are used, but not consistently throughout school; Dashboard data for misconduct is analyzed regularly; Monthly Virtues and morning messages appear to be successful and more common across grades and classrooms.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging

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

> The school has developed a strong parent partnership. Meetings are scheduled for the parent committees BAC and PAC, as well as for the LSC. The school provides Parent portal data and technology assistance for parents to access the portals. The Principal communicates with the parents through school website, Principal Monthly Calendar and Newsletter, Monthly Literacy and Parenting Newsletter, Parent Round Table and Attendance Student-Parent Contract. The School Progress Report and memos are in English and Spanish. The school Community Partners with ENLACE, NMAM, Chicago Cares, Wells Fargo, Erie House and Child Links. The school celebrates a love for Reading and Math by having a Math and Reading Night for the families. Parents are invited to attend Classroom Assemblies where learning is showcased. The school also offers a Book Fair, Dear Santa Program, Report Card PU and Incentives. Communication is encouraged via email, phone calls, home visits, and conferencing.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
10% growth from last year	31.00	34.00	44.00	54.00
National School Growth Percentile - Math				
Data is reflective of SQRP	10.00	69.00	79.00	89.00

% of Students Meeting/Exceeding National Ave Growth Norms

Data is reflective of SQRP	44.90	(Blank)	61.50	71.50

African-American Growth Percentile - Reading

2014-15 EOY: 75%	(Blank)	(Blank)	80.00	85.00

Hispanic Growth Percentile - Reading

2014-15 EOY : 34%	29.00	34.00	44.00	54.00

English Learner Growth Percentile - Reading

2014-15 EOY: 92%	(Blank)	(Blank)	95.00	100.00

Diverse Learner Growth Percentile - Reading

2014-15 EOY: 1%	(Blank)	(Blank)	11.00	21.00

African-American Growth Percentile - Math

2014-15 EOY: 93%	(Blank)	(Blank)	95.00	100.00

Hispanic Growth Percentile - Math

2014-15 EOY: 67%	10.00	67.00	77.00	87.00

English Learner Growth Percentile - Math

2014-15 EOY: 79%	(Blank)	(Blank)	89.00	99.00

Diverse Learner Growth Percentile - Math

2014-15 EOY: 99%	(Blank)	(Blank)	100.00	100.00

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

2014-15 EOY: 21%	19.00	20.00	26.00	31.00

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

2014-15 EOY: 43%	31.00	44.00	48.00	53.00

National School Attainment Percentile - Reading (Grade 2)

2014-15 EOY: 30%	10.00	30.00	35.00	40.00

National School Attainment Percentile - Math (Grade 2)

2014-15 EOY: 41%	14.00	41.00	46.00	51.00

% of Students Making Sufficient Annual Progress on ACCESS

Data taken from the SQRP	46.00	53.30	60.30	67.30

Average Daily Attendance Rate

2013-14: 95.9% 2014-2015: 96%	96.00	96.40	96.30	96.60

My Voice, My School 5 Essentials Survey

Our goal is to reach "WELL ORGANIZED". We received an "Organized" in 2014-2015. The two areas which need improvement are in the Effective Leader category.(teacher-principal trust) and Collaborative Teachers category (school commitment, teacher-parent trust and parent involvement).

| *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If all teachers teach with fidelity using a Balanced Literacy approach with a focus on Guided Reading (GR) and Gradual Release of Responsibility (GRR) in reading [and math],	then we will see continued student (including ELs and DLs) independence, proficient application of skills and student engagement, decision-making and learning,	which leads to higher attainment and growth in reading and math according to NWEA and TRC for all students including our ELs and DLs.

Tags:
Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Instructional practices, Instructiion

Area(s) of focus:
1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide mini-workshops on Guided Reading; and GRR in reading and math, then allow for safe practice, observe, and provide feedback to teachers.	Principal, Literacy Coach and ELPT	Aug 29, 2016 to Jun 29, 2018	Agendas, Sign-in Sheets, PowerPoints and Handouts, PD Schedule, Observation logs	Not started

Literacy/Reading, Math, Professional Learning

| Provide ongoing professional development on Guided Reading by an expert consultant; and create GR classroom labs to build capacity, | Principal, Literacy Coach, ELPT | Aug 29, 2016 to Jun 29, 2018 | Agendas, Sign-in Sheets, PowerPoints and Handouts; PD Schedule | Not started |

Literacy/Reading, Diverse Learners, English Learners, Professional Learning, Bilingual

| Review, discuss and agree on the meaning of student engagement and UDL (Universal Design for Learning) at school and grade level meetings for common understandings. | Principal, Grade Level Chairs, Literacy Coach, ELPT | Sep 28, 2015 to Jun 29, 2018 | Agendas, Sign-in Sheets, PowerPoints and Handouts; PD Schedule; Professional Readings, Grade Level Meeting Minutes | On-Track |

Literacy/Reading, Math, Diverse Learners, English Learners, Professional Learning

| Teachers will implement and adhere to the McCormick ELA scope and sequence to support our balanced literacy program; use for grade level and vertical planning of units; become knowledgeable of skills, assessments, resources for their grade and other grades school-wide. | Literacy and ELPT Coaches | Aug 29, 2016 to Jun 29, 2018 | McCormick ELA Scope and Sequence Map and Handout, Grade Level Agendas, Minutes, ILT Agendas, Observations | Not started |

Literacy/Reading, Core Instruction, Diverse Learners, English Learners, Professional Learning, Instruction

| Design Professional Learning Cycles focused on implementing Guided Reading using GRR; ENY Math and GRR and allow for safe practice, observation and provide teachers with feedback to refine instructional practices (after PD has been delivered). | ILT Grade Level Representatives, Literacy Coach and ELPT | Aug 29, 2016 to Jun 29, 2018 | ILT Agenda, Minutes, observation schedule, Professional Learning Cycle Data Sheets | Not started |

Literacy/Reading, Math, Diverse Learners, English Learners, Assessment, Instructional Coaching, ILT, Instruction, Cycles of professional learning, Leadership, Instructional practices

| Revisit and redefine Grade Level meeting protocols and expectations to ensure conversations are about instructional practices, student interventions, management of and in alignment with CIWP priorities; and provide coaching to Grade Level Chairs and Coaches to develop leadership and facilitation skills. | Principal | May 18, 2016 to Jun 29, 2017 | Calendar of Activities, Agendas, Sign-in Sheets PowerPoints, Professional Readings, Handouts | Not started |

Professional Learning, Instructional Coaching, Trust, Planning, Reflection, Grade level meetings

Strategy 2

If we do...	...then we see...	...which leads to...
If we measure, document and report student progress and proficiency for all students including our ELs and DLs using common assessments, progress monitoring, design a second choice on each reading summative assessment task, analyze student work and use a consistent grading scale and keep parents informed,	then we will see - consistency and continuity across grade levels - uniformed assessments - growth and rigor - closing gaps and discrepancies	which leads to higher attainment and growth in reading according to NWEA and TRC for all students including our ELs and DLs.

Tags:
Literacy/Reading, Core Instruction, Diverse Learners, English Learners, Assessment, Data Use

Area(s) of focus:
2, 1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Research Intermediate Progress Monitoring Tool and train intermediate grades 3-5 to use (primary k-2 currently uses TRC).	Literacy Coach and Technology Coordinator	May 2, 2016 to Jun 29, 2018	Purchase Order, Assessment and Progress Monitoring Schedule, PD PowerPoint presentation, sign in sheet.	Not started

Literacy/Reading, Core Instruction, Technology, Diverse Learners, Assessment, Bilingual, Progress moniorting

Refine local school grading policy for consistency among all grades by grade levels reviewing categories and weights, Chairs creating one unified and ILT creating a unified grading scale for primary and intermediate grades.	Assistant Principal and Principal	Sep 7, 2015 to Sep 5, 2016	Grading Policy, Teacher/Staff Handbook, Parent Handbook; ILT agendas, Google drive spreadsheet	On-Track

Diverse Learners, English Learners, Assessment, Family and Community Engagement, Data, Grading, Progress moniorting, Summative

Inform parents on ELA scope and sequence with one pager grade specific documents for balanced literacy, ENY Math and FOSS scope and sequence and grading policy at Back to School Festival, Open House Orientation meetings and ongoing conferences.	Principal, Literacy Coach, Math Representative and Science Representative	Aug 29, 2017 to Jun 29, 2018	Back to School, Orientation Flyers, Agendas, PowerPoints, Parent Monthly Newsletter, Parent Handbook	Not started

College Access and Persistence, Climate and Culture, Family and Community Engagement, Trust, Parental involvement

Adhere to the McCormick Progress Monitoring Schedule, analyze and use the data in all classrooms to set student goals in reading and math including our ELs and DLs, establish strategies and interventions in flexible groupings,	Literacy Coach and ELPT	Jan 25, 2016 to Jun 29, 2018	Progress Monitoring Schedule, TRC and NWEA Reports, Student Goal Reports	On-Track

Core Instruction, Diverse Learners, English Learners, Assessment, Intervention, Data Use, Personalized Learning, Differentatied instruction, Progress moniorting

Teachers will use common and uniformed performance tasks and assessments to create consistency and continuity across grade levels and close gaps and discrepancies within our balanced literacy program.	Literacy Coach, ELPT	Jan 25, 2016 to Jun 29, 2018	Assessment Review Form, Google Drive Folder of Assessments, Data Findings Reports	On-Track

Literacy/Reading, Diverse Learners, English Learners, Assessment, Curriculum, Data, Grading, Aligned resources, Rigorous tasks, Common core, Formative, Summative

Strategy 3

If we do...	...then we see...	...which leads to...
If we implement with fidelity and consistency the SEL curriculum PATHS in Grades Prek-5th, PBIS, and Restorative Practices	then students will be able to - recognize and label emotions, - demonstrate control of impulsive behaviors (less bullying), - express emotions in a socially acceptable manner,	All Prek-5th grade students exhibiting self-awareness, self-management skills, positive self-esteem and positive relationships with peers and adults including their families.

- identify likes, dislikes, strength, needs and challenges,
- identify trusted adults/peers,
- identify goals for personal academic success/classroom behavior and monitor progress towards goals,

Tags: Area(s) of focus:
MTSS, Core Instruction, Diverse Learners, English Learners, Behavior and Safety, Climate and Culture,   3
SEL, Student Health & Wellness

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Implement PATHS lessons, PATH Kid of the Day, and PATHS problem solving meeting.	Counselor	Sep 1, 2015 to Jun 29, 2018	PATHS Kid of the Day Poster, Sticker, PATHS on Weekly Time Distribution Schedule, Pacing Guide, formal and informal observations	On-Track

Core Instruction, Diverse Learners, English Learners, Behavior and Safety, Climate and Culture, SEL

All teachers will implement the student self-management tool that tracks behavior, attendance, and/or academics based on need (PBIS Reward system).	Counselor	Jul 1, 2016 to Jun 29, 2018	Tracking tools	Not started

Attendance, Behavior and Safety, Climate and Culture, Pbis, Interventions

Create cooperative learning expectation anchor chart to teach students collaboration and team building skills and for teachers to use consistently across grades and programs to manage classrooms in a supportive environment.	Counselor and Assistant Principal	Sep 5, 2016 to Jun 29, 2018	Visible anchor chart, students in cooperative groups	Not started

Attendance, Behavior and Safety, Climate and Culture, Pbis, Instructional material

Provide student, parent, and teacher professional development on bullying at the BOY and interventions as needed; define "bullying" for all students, parents and staff for common understanding and clarify expectations for bullying not being tolerated.	Counselor and Assistant Principal	Jul 1, 2016 to Jun 30, 2017	Student BOY, bullying survey, bullying policy implementation, classroom, small group and individual counseling tracking tools	Not started

Behavior and Safety, Family and Community Engagement, Pbis, Interventions, Professional development, Restorative justice

Redesign Office Discipline Referral (ODR) forms to align with current CPS student Code of Conduct; re-teach staff on effective usage and implementation.	Counselor and Assistant Principal	May 2, 2016 to Sep 5, 2016	Decrease in ODR referrals, revised ODR form	Not started

Behavior and Safety, Data Use, Data, Professional development

| All teachers and staff will practice and model SEL skills across all grades and programs. | Counselor | Sep 7, 2015 to Jun 29, 2018 | Informal observations, staff survey | On-Track |

Behavior and Safety, Climate and Culture, SEL, Trust, Social emotional, Motivation, School climate

| Design Professional Learning Cycles focused on implementing PATHS curriculum and CHAMPS, allow for safe practice, observe and provide teachers with feedback. | Counselor | Aug 29, 2016 to Jun 29, 2018 | ILT Agenda, Minutes, observation schedule, Professional Learning Cycle Data Sheets, Observation logs | Not started |

Professional Learning, Instructional Coaching, SEL, Paths

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Provide mini-workshops on Guided Reading; and GRR in reading and math, then allow for safe practice, observe, and provide feedback to teachers. Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Instructional practices, Instructiion, Literacy/Reading, Math, Professional Learning	Principal, Literacy Coach and ELPT	Aug 29, 2016	Jun 29, 2018	Not started
✚ Provide ongoing professional development on Guided Reading by an expert consultant; and create GR classroom labs to build capacity, Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Instructional practices, Instructiion, Literacy/Reading, Diverse Learners, English Learners, Professional Learning, Bilingual	Principal, Literacy Coach, ELPT	Aug 29, 2016	Jun 29, 2018	Not started
✚ Review, discuss and agree on the meaning of student engagement and UDL (Universal Design for Learning) at school and grade level meetings for common understandings. Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Instructional practices, Instructiion, Literacy/Reading, Math, Diverse Learners, English Learners, Professional Learning	Principal, Grade Level Chairs, Literacy Coach, ELPT	Sep 28, 2015	Jun 29, 2018	On-Track
✚ Teachers will implement and adhere to the McCormick ELA scope and sequence to support our balanced literacy program; use for grade level and vertical planning of units; become knowledgeable of skills, assessments, resources for their grade and other grades school-wide. Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Instructional practices, Instructiion, Literacy/Reading, Core Instruction, Diverse Learners, English Learners, Professional Learning, Instruction	Literacy and ELPT Coaches	Aug 29, 2016	Jun 29, 2018	Not started
✚ Design Professional Learning Cycles focused on implementing Guided Reading using GRR; ENY Math and GRR and allow for safe practice, observation and provide teachers with feedback to refine instructional practices (after PD has been delivered). Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Instructional practices, Instructiion, Literacy/Reading, Math, Diverse Learners, English Learners, Assessment, Instructional Coaching, ILT, Instruction, Cycles of professional learning, Leadership, Instructional practices	ILT Grade Level Representatives, Literacy Coach and ELPT	Aug 29, 2016	Jun 29, 2018	Not started
✚ Revisit and redefine Grade Level meeting protocols and expectations to ensure conversations are about instructional practices, student interventions, management of and in alignment with CIWP priorities; and provide coaching to Grade Level Chairs and Coaches to develop leadership and facilitation skills. Tags: Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Instructional practices, Instructiion, Professional Learning, Instructional Coaching, Trust, Planning, Reflection, Grade level meetings	Principal	May 18, 2016	Jun 29, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Research Intermediate Progress Monitoring Tool and train intermediate grades 3-5 to use (primary k-2 currently uses TRC). Tags: Literacy/Reading, Core Instruction, Diverse Learners, English Learners, Assessment, Data Use, Literacy/Reading, Core Instruction, Technology, Diverse Learners, Assessment, Bilingual, Progress moniorting	Literacy Coach and Technology Coordinator	May 2, 2016	Jun 29, 2018	Not started
✚ Refine local school grading policy for consistency among all grades by grade levels reviewing categories and weights, Chairs creating one unified and ILT creating a unified grading scale for primary and intermediate grades. Tags: Literacy/Reading, Core Instruction, Diverse Learners, English Learners, Assessment, Data Use, Diverse Learners, English Learners, Assessment, Family and Community Engagement, Data, Grading, Progress moniorting, Summative	Assistant Principal and Principal	Sep 7, 2015	Sep 5, 2016	On-Track
✚ Inform parents on ELA scope and sequence with one pager grade specific documents for balanced literacy, ENY Math and FOSS scope and sequence and grading policy at Back to School Festival, Open House Orientation meetings and ongoing conferences. Tags: Literacy/Reading, Core Instruction, Diverse Learners, English Learners, Assessment, Data Use, College Access and Persistence, Climate and Culture, Family and Community Engagement, Trust, Parental involvement	Principal, Literacy Coach, Math Representative and Science Representative	Aug 29, 2017	Jun 29, 2018	Not started
✚ Adhere to the McCormick Progress Monitoring Schedule, analyze and use the data in all classrooms to set student goals in reading and math including our ELs and DLs, establish strategies and interventions in flexible groupings, Tags: Literacy/Reading, Core Instruction, Diverse Learners, English Learners, Assessment, Data Use, Core Instruction, Diverse Learners, English Learners, Assessment, Intervention, Data Use, Personalized Learning, Differentatied instruction, Progress moniorting	Literacy Coach and ELPT	Jan 25, 2016	Jun 29, 2018	On-Track
✚ Teachers will use common and uniformed performance tasks and assessments to create consistency and continuity across grade levels and close gaps and discrepancies within our balanced literacy program. Tags: Literacy/Reading, Core Instruction, Diverse Learners, English Learners, Assessment, Data Use, Literacy/Reading, Diverse Learners, English Learners, Assessment, Curriculum, Data, Grading, Aligned resources, Rigorous tasks, Common core, Formative, Summative	Literacy Coach, ELPT	Jan 25, 2016	Jun 29, 2018	On-Track
✚ Implement PATHS lessons, PATH Kid of the Day, and PATHS problem solving meeting. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Core Instruction, Diverse Learners, English Learners, Behavior and Safety, Climate and Culture, SEL	Counselor	Sep 1, 2015	Jun 29, 2018	On-Track
✚ All teachers will implement the student self-management tool that tracks behavior, attendance, and/or academics based on need (PBIS Reward system). Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Attendance, Behavior and Safety, Climate and Culture, Pbis, Interventions	Counselor	Jul 1, 2016	Jun 29, 2018	Not started
✚ Create cooperative learning expectation anchor chart to teach students collaboration and team building skills and for teachers to use consistently across grades and programs to manage classrooms in a supportive environment. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Attendance, Behavior and Safety, Climate and Culture, Pbis, Instructional material	Counselor and Assistant Principal	Sep 5, 2016	Jun 29, 2018	Not started
✚ Provide student, parent, and teacher professional development on bullying at the BOY and interventions as needed; define "bullying" for all students, parents and staff for common understanding and clarify expectations for bullying not being tolerated. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Behavior and Safety, Family and Community Engagement, Pbis, Interventions, Professional development, Restorative justice	Counselor and Assistant Principal	Jul 1, 2016	Jun 30, 2017	Not started
✚ Redesign Office Discipline Referral (ODR) forms to align with current CPS student Code of Conduct; re-teach staff on effective usage and implementation. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Behavior and Safety, Data Use, Data, Professional development	Counselor and Assistant Principal	May 2, 2016	Sep 5, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ All teachers and staff will practice and model SEL skills across all grades and programs. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Behavior and Safety, Climate and Culture, SEL, Trust, Social emotional, Motivation, School climate	Counselor	Sep 7, 2015	Jun 29, 2018	On-Track
✚ Design Professional Learning Cycles focused on implementing PATHS curriculum and CHAMPS, allow for safe practice, observe and provide teachers with feedback. Tags: MTSS, Core Instruction, Diverse Learners, English Learners, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Professional Learning, Instructional Coaching, SEL, Paths	Counselor	Aug 29, 2016	Jun 29, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

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

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy   Complete

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

Parents hold their organizational meeting annually. Parents select their meeting schedule, discuss priorities for the year and approve their budget. Parents receive information on CIWP, Title I funding and programs funded and PAC at the annual informational meeting as well as other school programs. On a monthly basis parents receive updates as part of the LSC and bi-monthly Title I meetings. The President of the Title I PAC will participate in CIWP committee meetings and is currently a member of the LSC.

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

The Annual meeting will occur on September 27, 2016. The date for the Title I Organizational Meeting will be on October 4, 2016. At these meetings parents will discuss meeting schedules convenient to them and other parents to establish a calendar for the school year. Parents will be informed on the Policy for involvement, Parent input on workshops and topics of interest will be sought at these meetings and all monthly meetings as well as the Principal Round Tables.

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

In addition to the informational meeting, where parents recieve information about Title I, school programs, instruction and curriculum, progress monitoring and assessments, they also receive information at the annual Open Houses usually held in September, teacher and classroom specific information on the same day as the Open Houses. Students' progress will be shared at Report Card Pick Up conferences and more often if necessary through conferencing and telepone calls by teachers, Other instructional coaches, case manager, counselor or assistant principal and principal are available as deemed necessary.

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

Parents attending any ot the Parent meetings and/or workshops are comfortable in speaking to the principal and/or coordinator. Whenever parents make suggestions and/or request meetings with school leaders and/or teachers, they are accommodated immediately for an individual meeting and/or topics are considered for general workshop topics. At CWIP development, a parent survey is disseminated to capture feedback on what parents would like to improve and/or see as working/not working. Parent feedback is accepted at meetings including the LSC and Parent Round Tables.

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.

Teachers provide parents student specific data and school progress reports every 5-10-15 weeks, at Report Card Pick Up Days which occur once in each of the semesters and more often as needed. Other school leaders are available for additional questions as needed.

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.

Letters informing parents of their right to inquire if their child is being taught by a teacher who is not highly qualified are distributed annually. The letter i ncludes whether the parent would like this information. Parents are provided information based on their responses to the letters disseminated. The assistant principal is assigned to follow up with the parents who request this information.

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

Parents will be informed through an informational meeting/workshop on CCSS, district and local assessments, how to use Grade Book's Parent Portal to monitor their child's progress and how to communicate regularly with their child's teacher(s). At LSC and other parent meetings, the principal or the Bilingual ELPT who serves as the parent coordinator, provide regular updates for parents on curriculum, instruction and assessments.

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

Parents will be provided information, resources and training at their monthly meetings to them on helping their children on homework and how to help in literacy or math skills. Parents receive support at Report Card Pick Up Days on how to use the Parent Portal to monitor their child's grades. Principal and the ELPT work with parent leaders to encourage parent involvement and participation at all parent meetings. Teachers are encouraged to reach out to parents regularly in between progress reporting. They will also be encouraged to recruit parents of their homerooms to attend all meetings.

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

Teachers will continue to be encouraged to recruit parents to volunteer in their classrooms, attend monthly parent meetings including the LSC, Title I and BAC. In addition, they will receive articles on parent engagement and the value of working collaboratively with parents to support their children.

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

> The Head Start Parents are invited to all other program parent meetings, school activities and workshops. They are not excluded from any meeting or school event that is appropriate for all parents. Our Head Start Parents are valued as much as all of the parents in our school. Transition meetings for students and parents are held at the end of the school year between the Head Start and Kindergarten Teachers.

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

> All communication to parents in both verbal and written form is conducted in English and Spanish (the language predominant of our parents). All monthly calendars, newsletters, memorandums, letters, robo calls, etc. are in the two languages. Meetings and workshops are also conducted in the two languages. Translators are provided for teachers and staff who need to communciate with parents and do not speak their language.

Policy Implementation Activities

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

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

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

> not applicable

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.)

> McCormick is using CCSS aligned materials in literacy and mathematics. The school is using progress monitoring and assessments recommended by our District. In addition, teachers and staff implement a research-based SEL curriculum PATHS in Prek-5th grades. Teachers also conduct goal setting with students in reading and math after analyzing student data at BOY, MOY and EOY to promote self monitoring, responsibility and ownership for learning. The mission of McCormick Elementary is to ensure all students receive a high quality education through a supportive learning environment and a rigorous curriculum. We strive to empower our parents, teachers, and community to be actively involved as our students become responsible lifelong learners and productive members of society.

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.

> Two formal mandated parent-teacher conferences are held annually, one in each semester, mid-November and mid-April (next year's calendar pending). In addition, each quarter, teachers are encouraged to reach out to parents by phone or in person, depending on students' progress. Teachers are required to keep a log of their parent communication. Other school leaders are included as deemed necessary.

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

> School progress reports are sent to parents every 5-10-15 weeks of each semester. This is done in hard copy reports to parents. Teachers also use Grade Book which allows parents to montior their child's progress throught the Parent Portal. In addition, teachers are encouraged to reach out to parents as often as needed not only to inform on progress, but also to provide congratulatory remarks on their child.

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

> School hours are listed on monthly newsletters and the Parent Handbook. Parents are accommodated based on their inquiries and work schedules. Teachers are released from class if deemed necessary to accommodate parents. Parents are allowed to observe in classrooms if request is made. Teachers and school leaders are very accommodating to parents schedules, often times waiting for parents after work, providing letters for their work place if they need.

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

Parents are encouraged to volunteer if not regularly, whatever hours and days that they can do so. They have to go through the District's Volunteer protocol and required application process. Staff helps parents complete if they need assistance. Parents can volunteer in a classroom, recess or arrival and dismissal duty. We currently have a formal Parent Mentor Program in conjunction and collaboration with one of our community partners. Currently 8 parents participate in the program and they support 8 classrooms by tutoring individual or small groups of students on basic literacy skills. Parents are also al

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

Parents are expected to support their children's learning by making sure they attend school daily, not be late to school, complete homework, read to them, be read to, take to the neighborhood library, monitor grades through the Parent Portal, attend parent conferences and/or meetings and workshops, volunteer at school or field trips, and complete surveys when sent to them.

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

Parents will consult with their child's teacher(s) as often as needed, but highly encouraged during formal conferences and parent-teacher conference days. Parents of students in special education participate in decisions as part of the IEP meetings.

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).

Teachers work individual students in setting goals in reading, math and attendance as well as behavior. Academic goals are set after each formal assessment at BOY, MOY and EOY and/or quarter reporting. Attendance and behavioral plans are created on an individual basis with the teacher, counselor, assistant principal, parent and/or other persons needed. All students are taught expectations related to academics, attendance and character at the beginning of the year and ongoing throughout the year. Principal round tables and lunches with the Principal are other venues for teaching students responsibility for student learning and also to acquire input and feedback from students on improving the school and their classrooms to support them.

Parent Budget   Complete

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

To provide parents with informational meetings on Title I funding, policy and parent involvement; increase engagement by providing workshops on various strategies selected by the PAC e.g. literacy, Engage New York, and homework to support their children and attend the NCLB or related conference; increase knowledge and strategies on restorative practices, peace circles, conflict resolution, anger management, motivating students including building self-esteem and responsibility and college and career awareness; improve communication skills between families, community and school; provide health and nutrition and tips on healthy lives; provide professional readings and monthly newsletter with research-based strategies and tips on related topics including reading, math, behavior and health; involve parent mentors in school-wide and classroom activities and increase their support in additional classrooms. These activities will begin in September 2016 - June 2018.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 2436 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 200 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 1500 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 1219 .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS	$ Amount .00

Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

| 54565 | **Reimbursements** | | | |
| | Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ | Amount | .00 |

| 53510 | **Postage** | | | |
| | Must be used for parent involvement programs only. | $ | Amount | .00 |

| 53306 | **Software** | | | |
| | Must be educational and for parent use only. | $ | Amount | .00 |

| 55005 | **Furniture and Equipment** | | | |
| | Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | Amount | .00 |