



Cyrus H McCormick Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/31/2018	ILT Teaming	SEF
02/07/2018	All Staff	SEF
02/27/2018	Principal, Assistant Principal, Chmielinski, Lara	SEF /Priority
03/05/2018	Principal, Assistant Principal, Chmielinski, Lara	SEF /Priority
03/14/2018	Principal, Assistant Principal and ILT members	SEF/Priority/Goal Setting
04/02/2018	ILT Members	Action Items
04/03/2018	ILT Members	Action items

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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McCormick School's Vision, created by a team of teachers and administration, is periodically reviewed and revised by teachers and administration - as necessary. Teacher representation in the revision process includes a minimum of two teachers per grade level. An Instructional Leadership Team is empowered by administration to study new learning and to communicate new ideas with grade level members. Together, grade level teachers collaborate and implement new pedagogy into classroom instruction. Students are also empowered to be strong leaders and independent thinkers. Students are provided with a variety of strategies for problem solving - both academic and social-emotional. Behavior expectations, restorative practices and consequences are consistent and effective. There is a strong sense of community amongst the students and the staff, which is a direct result of the positive school culture and climate. A Quarterly Honor Roll awards students with all As. Student of the Month honors students with grades no lower than a C, above average attendance and positive social and emotional skills. Fun Fundraiser Activities, such as Monthly Movie Nights, encourage a connection with the school community after hours. Weekly and monthly attendance competitions have students and staff competing for weekly and monthly prizes. A weekly memo, sent by the principal, is informative and to the point.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

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ILT meetings are always focused on the school's instructional priorities and Network expectations. The meeting frequency is deliberately structured so that meetings are more frequent when new learning is taking place (weekly), and less frequent during the time of classroom safe practice (bi-weekly). ILT Team Members include one representative from each grade level, pre-k through 5th, a Diverse Learning representative, the Case Manager, the ESL coach, the counselor and the principal and assistant principal. Often, professional readings are conducted prior to the ILT meeting; during the meetings new learning is analyzed and discussions center around how to implement new learning into the classroom. Data analysis conversations about academic achievement and attendance are conducted. Where applicable, data is further analyzed through the lenses of Diverse Learners and English Language Learners. The team identifies trends and wonderings and further conversations are conducted at the individual level and/or at grade level meetings. ILT members volunteer to participate in learning walks with administration and the Network. Following the walks, members participate in follow-up conversations to offer opinions and insight into classroom practices.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"

- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team’s purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework:	Shared Leadership_Evaluation of MTSS
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

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Administration guides Teacher Teams through professional learning cycles - Teacher Team Leads then deliver learning to respective grade levels. Following somewhat of a gradual release of responsibility model, administrative support is more intense at the beginning of new learning, and less intense during the period of safe practice. During safe practice time, grade level teachers collaborate with each other regarding new learning and refer to coaches and/or administration when necessary. At Instructional Leadership Team Meetings, grade level leads share each team’s respective progress towards implementing new learning into the classrooms. New Learning includes: A Benchmark Reading Program/Balanced Literacy (grades preK - 2), schoolwide WIDA training, ‘Let it Go’ Group Work (productive talk when analyzing and solving problems in small group), mini-lessons and levels of questioning. With each round of new learning, administration and teacher volunteers conduct short, informal check-in observations. Following observations, general, schoolwide feedback is shared - as well as a personalized note from the administration detailing a positive and a suggestion. Teachers have opportunity to conduct peer observations of their colleagues’ classrooms. To improve, more guidance could be provided for intermediate classrooms - especially with literacy, i.e., managing, planning and facilitating guided reading lessons for two- to three-groups a day. In reference to Formal, Network- and Informal, Internal-Learning Walks: Even though informal feedback of Learning Walk is shared at ILT meetings, more formal feedback could be shared with entire staff - perhaps in an email or at an optional staff meeting. Non-General Education teachers wish for more resources.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**

- Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
- Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
- Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback: surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

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

Classroom Schedules reflect the minutes required by CPS for each subject and grade. School-wide, Primary and Intermediate Grades have common times allotted for a Math Block and for a Literacy block. Across each grade level, teachers have common preps, five-days a week, which are used for planning and data analysis conversations. When hiring new staff members, committees are organized to determine best-fit academic and social-emotional characteristics. Teachers are invited to participate in the interview process, and reference checks are conducted. When assigning teachers to grade-levels, teacher experience at specific grade levels is considered, and each grade level has veteran teachers in a grade as well as new teachers. New teachers are also paired with veteran teachers so that the new teacher can be mentored during her first years. Teacher retention at McCormick is very high with most teachers being at the school for 10-20 years or more. When budgeting for and allocating resources, data analysis is conducted and resources are selected with the end goal to improve achievement. For example, to provide increased opportunities for students to access online, academic memberships, which were purchased by the school, the school also purchased additional iPads. Currently, students have access to 60 iPads on each of the three floors of the school's main building, as well as two computer labs, which are stocked with 30 computers each. The online academic programs include IXL, RAZ Kids, Reading A-Z and HD Word. Teachers also utilize other academic programs, which are free of cost. To close the gap with literacy achievement and second language development, staff schedules were re-designed so that reading interventions and language supports could be provided to students by the following staff members: The Librarian, the Reading Interventionist, the ESL Coach, and the technology coordinator.. To further support curriculum development, the school funds a field trip to the Robert Crown Center (Health - 4th and 5th grades) and a Chicago Tour (Social Studies/Reading 3rd grade). Classroom Magazine memberships were purchased by the school (Time for Kids), and monies were provided to teachers to build classroom libraries and guided reading libraries. Additionally, funds were allocated for stocking a Book Room with Guided Reading Book Sets and Classroom Sets - at levels A through Z. Extracurricular and academic after school programs are held weekly, Monday through Thursday. Community partners, including Chicago Cares, provide a Saturday, educational program focused on the integration of Science and Math. Through ENLACE we provide 8-10 parent mentors to help tutor students. To improve, all classroom resources could be budgeted for and ordered at the end of the previous school year as opposed to the beginning of the new school year. (Examples: Eureka Math Materials and HD Word/Really Great Reading ordered at BOY and materials were not received until a few months into the school year)

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS		
Suggested Evidence	✓ Schedules	
	✓ Teacher retention rates	
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)	
	✓ Candidate interview protocol documents	
	✓ List of community-based organizations that partner with the school and description of services	
	✓ Evidence of effectiveness of the services that community-based organizations provide	
	✓ Budget analysis and CIWP	
	Measures	✓ Five Essentials
	Five Essentials	Effective Leaders, Collaborative Teachers
	MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
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	
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING		
✓	Aligning Resources with Priorities: Focusing on What Matters Most	
✓	Instructional Supports	
✓	Strategic Source Vendor List	
✓	CPS Instructional Time Guidelines: Elementary School Overview	
✓	CPS Instructional Time Guidelines: High School Overview	
✓	CPS Instructional Block Guidance: K-2 Literacy	
✓	CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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Curriculum resources include: Eureka Math Program, FOSS Science, Lucy Calkins Writer's Workshop and PATHS. Grades K-2 are piloting a Benchmark Reading Program while receiving free training and support throughout the year. Literacy units, created by teachers at each grade level, address the CCSS. To improve: Instructional units and curriculum must be vertically aligned. Gaps exist from one grade to the next. In some cases, horizontal alignment needs to be reexamined also. To address, scope and sequence for reading and math must be closely analyzed and revised, taking into consideration the CCSS, language goals and data expectations for standardized tests - especially at benchmark grade levels. Grades K-2 monitor student progress with TRC. Grades 3-5 monitor progress with NWEA, twice a year. Grades 3-5 need access to a progress monitoring tool which assesses more frequently than two times per year. Also, teachers report a gap exists with TRC and NWEA student proficiency expectations. A gap also exists between bilingual education expectations and general education expectations.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction 3a. Communicating with Students 3c. Engaging Students in Learning
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

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

Teachers have resources for all curricular materials. Classroom libraries support readers at all levels. The book room supplies all levels of fiction and nonfiction books, in English and in Spanish, for guided reading instruction. The book room also has class sets of books in English and in Spanish. Technology resources are readily available to students. Two computer labs each contain a minimum of 30 desktop computers. Students also have access to laptops and iPads on each floor of the school. The school purchased individual student memberships for the online programs IXL and RAZ Kids. Teachers were also purchased a membership to Learning A-Z and HD Word (Really Great Reading). To improve, when ordering materials, consider the needs of the diverse learners and consult DL teachers when planning purchases. Also, plan to purchase math workbooks at the end of a previous school year as opposed to the beginning of new school year. This will prevent workbooks from being delivered a few months late. To help monitor student proficiency with math, make mClass available to all grade levels. Additionally, provide grades 3-5 a progress monitoring system in reading. The online phonics program, HD Word was purchased very late into the current school year. Looking forward, plan to purchase membership so that teachers have access at the start of the next school year.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses

Score

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)

Objectives are posted in classrooms. Teachers are incorporating Let It Go activities in Reading and in Math to push students to analyze and problem solve, working collectively as a group. Teacher modeling and sentence stems are scaffolding students towards conducting productive conversations around collaborative problem solving. Additionally, small group work rubrics are being created by grade level teachers. These rubrics detail student expectations during collaborative problem solving. Moving forward, when revising units, the Universal Design for Learning will be considered to ensure alignment with the CCSS, to ensure college and career readiness and to create lifelong learners. Administration will conduct formal and informal observations and the feedback collected will inform subsequent teacher PD around the development of rigorous student tasks. Regular student work analysis should be conducted at grade level meetings.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQIP) ✓ Slice Protocol – Looking at Student Work

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

Score

As students transition from McCormick Elementary School to Madero Middle School, they participate in various activities including attending a presentation given by a panel of McCormick alumni students. These students share their experiences at Madero Middle School. Teachers and administrations at McCormick and Madero are currently working on the alignment of instruction and academic expectations with the CCSS so that students are on the path of being college and career ready and are becoming lifelong learners. To promote College and Career Readiness at McCormick, teachers have adopted a College/University to make students aware of the many different options in higher education. Additionally, a College Week will be facilitated by the counselor to further inspire students. So far, over 55 colleges have responded with information and activities to aid the facilitation of student engagement.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 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.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

1 2 **3** 4

Grade level teachers collaborate to create units and lesson plans that build on students' prior knowledge, that are differentiated and that access varying learning modalities. Teachers have high learning expectations for students and communicate such expectations by posting and stating learning objectives prior to the start of a lesson. To embed deeper student understanding of concepts, teachers use a variety of low- and high level questions. Sometimes these questions are developed on the spot; sometimes these questions are thought out and pre-planned in the lesson plans. Teachers use the Gradual Release of Responsibility to scaffold students towards independence with topics. When teachers detect student misunderstandings, they quickly adjust their instruction to address the misconceptions. This may be in whole group, small group or individually. Additionally, teachers flexibly group students using current standardized test data, classroom data and observations. In small group, teachers plan and facilitate lessons targeted more towards individualized learning needs. Teachers also teach students to collaboratively problem solve in small groups. In these scenarios, students are developing their abilities to talk productively 'with' each other rather than 'at' each other. Some students have assigned group roles to ensure individual and group accountability. Every classroom has a library that has books supporting content, student abilities and student interests. Teachers use FOSS Kits to plan investigation based Science and Math lessons. Teachers also use the Eureka Math program. Primary grades are piloting a new Benchmark Reading Series whereas intermediate grades use Reading Units that were planned by the individual grade levels. To improve, scope and sequence should be continually examined within and across grade levels. Backwards planning should be reviewed to be sure students are academically prepared for each subsequent grade. Where gaps are identified, units should be revised.

Guide for Instruction

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

- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
- Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

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

Teachers use the following measures to assess students: NWEA, TRC, DIBELS, and ACCESS. Some teachers use easyCBM. The data collected from these assessments are used to inform subsequent planning and instruction. Students who perform below grade level receive interventions. Student progress with interventions is closely monitored and each student is reevaluated at the end of every five weeks. The data collected at the five-week reevaluation informs subsequent instruction. Schoolwide data is analyzed by grade and by classroom, and it is looked at through different lenses. One lense examines student performance as a whole while another lense looks at the data with subgroups DLs and ELLs. Teachers within each grade level collaborated to write Reading Unit Plans that are aligned with CCSS. The unit plans include opportunities for formative and summative assessments, including exit slips and End of Unit Performance Tasks. With the Universal Design for Learning in mind, teachers design and administer assessments providing accommodations and modifications when necessary. This includes accommodations and modifications to students with diverse learning needs and those who are English Language Learners. The grade scale is aligned with CPS and the weights for each graded category are universal across every grade. To improve, the school could invest in resources to help teachers evaluate and improve their formative and summative assessments. Doing so would provide teachers resources and expertise to analyze the quality and alignment of assessments and tasks to ensure they meet the CCSS and include various levels of complexity. This would also open better opportunities for teachers to calibrate when scoring and grading assessments.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**

- Work together on building common assessments within a department, course, or grade level team.
- Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
- Use common protocols and calibrate on scoring and grading in teacher teams.
- Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradabooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Framework for Teaching	4.b. Maintaining Accurate Records
	CPS Performance Standards for School Leaders
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	Now What? Materials to Support Improvement Planning
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

Daily, teachers facilitate Tier 1 classroom instruction (academic and SEL), which is aligned with the core curriculum, CCSS, and student learning needs. Instruction is differentiated and challenges students to utilize various learning modalities - making the learning accessible to all students. Teachers make students aware of classroom expectations for academics and behavior. Student Performance Data (standardized tests, progress monitoring and classroom performance) is analyzed and those students performing below grade level expectations are identified. They receive additional Tier 2 and Tier 3 supports. These interventions are provided to students by the teachers, by the reading interventionist, by the librarian and by the technology coordinator. Student progress is monitored and evaluated every five weeks. This new data informs subsequent instruction (goal setting and intervention). To improve, clear expectations can be set for Tier 2 and 3 instruction in Reading and in Math. Perhaps resources could be suggested to teachers to provide them with ideas when they're struggling to set goals and facilitate interventions. Also, students can be consistently monitored throughout the year and as they progress from grade to grade. Those who do not make academic improvements to function successfully in their grade should be referred early in their school career.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.

- Classrooms are student-centered with student agency.
- Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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

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

Teachers create a culture for learning by making sure that behavior expectations are posted. Our school follows the CHAMPS program and posters are created with students in order for them to know what the expectations are. Daily objectives are posted in the classroom for students and visitors to be informed about what learning will be occurring for that day. Having daily set objectives provide students with worthwhile and focused learning experiences. The school's Mission and Vision statement are also posted throughout the school in order to provide students, teachers and visitors with a clear purpose of what our school believes in. Students are encouraged through school wide daily messages, discussion of the virtue of the month, PATHS kid of the day through the PATHS program and having classroom meetings to ensure they feel safe to share with their peers and teachers. Teachers conference with students in order to set goals using standardized test data and rubrics that are provided to them to guide them towards what is expected of them in order to succeed. Student attendance is important for learning to occur therefore students are recognized through daily intercom announcements, earned classroom trophies for the best weekly attendance by grade level and a pizza party for the classroom holding the trophy for four consecutive weeks. Attendance is also a factor that is considered for selecting Honor Roll and Student of the Month students. Students are acknowledged through their attendance, behavior and grades. The school provides Extended Day Programs: Before the Bell, Beyond the Bell, Discovery and ASAS, which target different academic levels and enrichment

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
ATSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/SEL) ✓ ASCA Mindsets & Behaviors 	

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

The community at McCormick has helped to develop trusting relationships by all participants. As evident by our 2017 5 Essentials Survey, we are Organized in the area of School Culture and Climate. Teachers have been trained in Restorative practices and the PATHS program, which is implemented daily. McCormick has been an SEL model school in 2014-2015 and a PATHS model school in 2015-2016. Student's positive contributions are acknowledged by teachers through vouchers that are given to students when school rules are being followed. In the classroom, teachers provide students with check ins and check outs to get an overall sense of the class and be able to address the needs of students. Students are provided with peace tables and/or peace circles to help resolve conflicts or give students time alone to reflect. Virtues of the month are mentioned daily on the intercom to remind students on how to be build positive school relationships. There is a strong sense of community among staff. The principal has an open door policy which lets staff know that she's available and there to listen to us. The principal values teacher feedback because she allows for discussions to occur through round tables on various topics and decision making that affect the school.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/SEL)
✓	Trust in Schools: A Core Resource For School Reform (ASCD)
✓	Creating a School Community (ASCD)

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

Student voice is take into account at the classroom level, when decisions have to be made and students need to reach an agreement. For example, before vouchers that are earned are redeemed, students must reach an agreement on what their reward will be for a particular month. Students take ownership of their own learning and have discussions with their peers using appropriate and respectful dialogue, using sentence stems as a guid, and come to a mutual agreement that will be shared with the rest of the class.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize

- civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

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

All staff has been trained through the Annual Emergency Training and Procedures. Key fobs have been installed in the various buildings to provide security with more control as to who comes and goes within the buildings. All outside visitors must come in through the main entrance and cameras are used to monitor visitors. Students are not allowed to travel between buildings without an escort. Drills are performed in order to provide students with the practice they need to be able to follow procedures and get to safety. All key staff are provided with walkies to allow for quick communication of any situation. Staff is assigned to specific locations and are aware of their duties at various times. Students know what expectations are through PBIS in order to provide with smooth transitions throughout the school. Students are awarded with vouchers when school rules and virtues are followed.

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel/)

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.

Score

1 2 **3** 4

Teachers have been provided with training in Restorative Practices in order to provide students with more options that will help shape their behavior and help them realize the cause of their actions rather than swift punishment. The assistant principal deals with discipline issues and takes the time to get to the root cause of the problem through discussions to be able to provide an effective response to the student's behavior. A counselor is mobile throughout the buildings, making sure that she is available to whoever is need of her services. At the classroom level, teachers implement the PATHS program daily which provides students with guidelines on how to problem solve and be aware of others feelings. Peace tables are available to provide students with an area in the classroom to discuss different issues with their peers and learn how to solve their own problems. Peace circles also occur to provide students with a safe space to share their feelings and have others listen to their thoughts.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.

- Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2b. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ CPS Restorative Practice Guide & Toolkit
	✓ Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 3 4

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

Based on the 5 Essentials survey, McCormick has a strong involvement with families and communities. The school provides a welcoming environment by inviting parents to Meet and Greets with administration and LSC meetings to make sure that their thoughts, questions and ideas are heard. Meetings are always provided in the parent's native language as well as in English. This is important because it allows for a two way communication. Parents are also invited to other events like Movie Night and Student of the Month ceremonies that bring everyone together in celebration of the students. Communication between the school and parents is ongoing through the school's website, school calendar, parenting newsletters, progress reports and robocalls to make sure parents stay informed. ENLACE has partnered with McCormick which is an excellent way to show that teachers and parents work together for the betterment of our students. Attendance is extremely important for learning to occur, therefore staff reaches out to parents who are in need of plan to help improve a students absences and/or tardiness.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.

- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engage Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
1	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐

3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	<input type="radio"/>
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	<input type="radio"/>
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	<input type="radio"/>
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	<input type="radio"/>
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	<input type="radio"/>

Goals

Required metrics (Elementary)

14 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQR Goal	2018-2019 SQR Goal	2019-2020 SQR Goal
National School Growth Percentile - Reading					
10% growth from last year	52.00	70.00	54.00	80.00	90.00
National School Growth Percentile - Math					
Data is reflective of SQR	48.00	50.00	70.00	80.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Data is reflective of SQR	49.60	53.00	60.00	70.00	80.00
African-American Growth Percentile - Reading					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Reading					
Because our school is 94% Hispanic, our Hispanic Reading growth percentile should closely resemble our overall Math growth percentile.	54.00	68.00	54.00	60.00	70.00
English Learner Growth Percentile - Reading					
Data is reflective of the SQR	73.00	99.00	100.00	100.00	100.00
Diverse Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Math					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Math					

Data is reflective of the SQRP	48.00	48.00	87.00	60.00	70.00
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English Learner Growth Percentile - Math

Data is reflective of the SQRP	85.00	85.00	99.00	100.00	100.00
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Diverse Learner Growth Percentile - Math

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

5% growth from last year	18.00	26.00	31.00	40.00	50.00
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National School Attainment Percentile - Math (Grades 3-8)

5% growth from last year	27.00	29.00	34.00	40.00	50.00
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National School Attainment Percentile - Reading (Grade 2)

Our 2nd grade students seem to be trending lower than expected, so we expect We feel our 1st grades are trending higher in attainment than last year's group, therefore we expect this to increase next year as well.	16.00	5.00	40.00	25.00	35.00
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National School Attainment Percentile - Math (Grade 2)

Because our school is 94% Hispanic, our Hispanic Reading growth percentile should closely resemble our overall Math growth percentile.	16.00	12.00	51.00	20.00	30.00
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% of Students Making Sufficient Annual Progress on ACCESS

Our school will continue to utilize the ELPT to help support EL learners to make sufficient growth.	32.50	(Blank)	67.30	75.00	85.00
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Average Daily Attendance Rate

Attendance Rate to remain consistant with motivational acitivities built in.	96.40	95.30	96.60	97.00	97.50
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My Voice, My School 5 Essentials Survey

Our goal is to reach "WELL ORGANIZED". We received an "Organized" in 2016-17.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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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 all content areas.

continued student (including DLs and ELs) independence, proficient application skills and student engagement, decision-making, and learning

5% higher in attainment and 10% growth in reading and math according to NWEA and TRC for all students including our ELs and DLs.

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Provide ongoing professional development on Guided Reading and Math by a person who is skilled and holds expertise in Guided Reading and/or Math	Principal Literacy Coach ELPT CLI CLI Coach	Apr 13, 2018 to May 18, 2018	On-Track

High quality instruction/professional development, 1 guided reading, Guided math

Elaborate on a school-wide understanding of Balanced Literacy/Math where best practices are clearly defined and aligned with our instructional blocks and time distribution. Including DL and Bilingual classrooms.	Administration, ILT, ELPT, Case Manager, Staff	Jul 1, 2018 to Jun 30, 2020	On-Track
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Balanced literacy, Instructional block guidelines, Balance math

Conduct Learning Walks using an observation protocol to observe and provide feedback on the instructional practice (balanced literacy and guided groups).	Administration ILT Grade Level Teams	Sep 4, 2018 to Jun 30, 2020	Not started
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Balanced literacy, Guided reading, Learning outcome

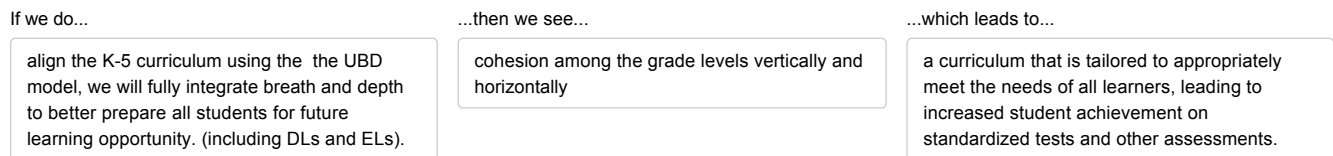
Design school wide assessment plan anchored around unit plans/Balanced Literacy/Guided Math for all learners including EL's and DL's	Teachers ILT Administration	Sep 3, 2018 to Aug 31, 2020	Not started
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Assessments, Balanced assessment and grading

Research progress monitoring tool for grades 3-5 including DL and EL students	ILT Administration	Sep 3, 2018 to Jul 1, 2020	Not started
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Diverse Learners, Progress monitoring, EI learners

Strategy 2



Tags:

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Create an UbD team that leads the learning and Develop UBD. Design and deliver a professional development for implementation and understanding of UBD model to staff.	UbD team, Admin, Network Leads	Jun 1, 2018 to Jun 1, 2020	On-Track

Academic growth, Achievement rigor, 1 guided reading, Explicit instruction, Consistent and quality instructional practices

Align scope and sequence with primary and secondary standards horizontally and vertically to maximize academic achievement. (Knowledge Center as a guide)	Teacher teams, Admin,	Jun 1, 2018 to Jun 1, 2020	On-Track
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Instructional planning, Instruction strategy, Understanding by design, Academic achievement, Aligned scope and sequence

Using the Scope and Sequence , each grade level will write and revise one unit, by the end of the first semester.	ILT, UbD team, Administration, grade level teams	May 1, 2018 to Aug 1, 2020	Not started
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Assessments, Performance tasks, Understanding by design, Aligned curriculum, Instructional alignment

Each grade level will write and revise three additional units - One due end of Q3 and one due end of Q4	UbD team, teachers, administration	May 1, 2018 to May 1, 2020	Behind
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Curriculum Design, Instruction planning, Conceptual understanding, Understanding by design

Using the UbD Standards 2.0 protocol to assist in the development of the units, adjust and discuss the rigor of student tasks, transfer and assesemnts within the Units	UbD team, Administration,	Jun 30, 2018 to Jun 30, 2020	Not started
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Using the Teaching and Assessing for Understandin g - Observable Classroom Indicators during Learning Walks quarterly to gain an understanding of implementation. (aquire knowledge, make meaning and transfer their learning).	(Blank)	Jun 29, 2020 to Jun 29, 2020	Not started
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Develop tasks so that students access multiple levels of the Depths of Knowledge when processing information (Gathering, Analyzing, and Interpreting)	(Blank)	Feb 1, 2019 to Jun 30, 2020	Not started
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Strategy 3

If we do...

If we continual to cultivate a school atmosphere that reflects educational importance in attendance, student achievement, persererance.

...then we see...

student and staff present daily engaging in to rigorous learning with a growth mindset.

...which leads to...

higher expectations for all students displayed in their self confidence, with 95% overall school attendance and persererance in working through rigous tasks with growth in all content areas that will result in 10% attainment, 20% growth in NWEA and 70% above proficient in TRC.

Tags:
Academic rigor, Nwea growth

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Continue to cultivate a growth mindset for students to be able to learn and succeed through informative feedback, continuous monitoring and self reflection	Teachers Students Parents Administration	Jun 30, 2018 to Jul 1, 2020	Not started

Feedback, Self-reflection, Monitoring and accountability

Teachers continue to differentiate expectations so that ALL students including ELs and DLs stretch to exceed personal learning goals	Teachers Students Parents Administration ELPT Teacher	Jun 30, 2018 to Jun 30, 2020	Not started
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Diverse Learners, EI learners, Learning outcomes

Implement PATHS lessons, PATHS Kid of the Day, and PATHS problem-solving meeting	Teachers Students Administration	Jun 30, 2018 to Jun 30, 2020	On-Track
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SEL, Problem solving

Students and teachers will use a self-management tool tracking behavior, attendance, and/or academic based on need (PBIS Reward System)	Teachers Students Administration	Jun 30, 2018 to Jun 30, 2019	On-Track
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Pbis, Self assessment, Academic achievement

Incorporate Family Night to engage parents in the learning process	Community Parents Teachers Students and Administration	Jun 1, 2018 to Jun 30, 2020	Not started
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Action Plan

Strategy 1

ON-TRACK

Provide ongoing professional development on Guided Reading and Math by a person who is skilled and holds expertise in Guided Reading and/or Math"

Apr 13, 2018 to May 18, 2018 - Principal Literacy Coach ELPT CLI CLI Coach

Status history



ON-TRACK

May 03, 2018

Evidence

Agendas for PD GLM Notes coaching logs learning cycles notes

NOT STARTED

Conduct Learning Walks using an observation protocol to observe and provide feedback on the instructional practice (balanced literacy and guided groups)."

Sep 04, 2018 to Jun 30, 2020 - Administration ILT Grade Level Teams

Status history



NOT STARTED

May 03, 2018

Evidence

School Year 2018-2019 Protocol evidence Feedback

ON-TRACK

Elaborate on a school-wide understanding of Balanced Literacy/Math where best practices are clearly defined and aligned with our instructional blocks and time distribution. Including DL and Bilingual classrooms."

Jul 01, 2018 to Jun 30, 2020 - Administration, ILT, ELPT, Case Manager, Staff

Status history



ON-TRACK May 03, 2018
Evidence
GLM notes Learning Walk notes Time Distribution sheets

NOT STARTED
Design school wide assessment plan anchored around unit plans/Balanced Literacy/Guided Math for all learners including EL's and DL's"
Sep 03, 2018 to Aug 31, 2020 - Teachers ILT Administration

Status history



NOT STARTED May 03, 2018
Evidence
common assessments Including DL's and EI's

NOT STARTED Research progress monitoring tool for grades 3-5 including DL and EL students"
Sep 03, 2018 to Jul 01, 2020 - ILT Administration

Status history

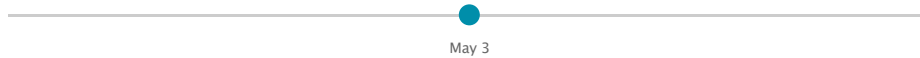


NOT STARTED May 03, 2018
Evidence
Survey ILT notes

Strategy 2

NOT STARTED Using the Scope and Sequence , each grade level will write and revise one unit, by the end of the first semester."
May 01, 2018 to Aug 01, 2020 - ILT, UbD team, Administration, grade level teams

Status history

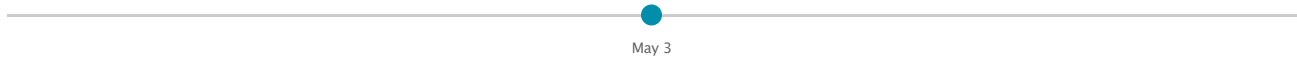


NOT STARTED May 03, 2018
Evidence
complete scope and sequence, unit in eduplanet, grade level & ILTagendas

NOT STARTED
Using the UbD Standards 2.0 protocol to assist in the development of the units, adjust and discuss the rigor of student tasks, transfer and assessemnts within the Units"

Jun 30, 2018 to Jun 30, 2020 - UbD team, Administration,

Status history



NOT STARTED May 03, 2018
Evidence
Powerpoint: Rigorous Task vs. Not Rigorous Tasks Rubric Protocol

NOT STARTED
Using the Teaching and Assessing for Understandin g - Observable Classroom Indicators during Learning Walks quarterly to gain an understanding of implementation. (aquire knowledge, make meaning and transfer their learning)."

Jun 29, 2020 to Jun 29, 2020 -

Status history



NOT STARTED May 03, 2018
Evidence
 Rigorous Tasks Rubric

ON-TRACK
 Create an UbD team that leads the learning and Develop UBD. Design and deliver a professional development for implementaion and understanding of UBD model to staff."

Jun 01, 2018 to Jun 01, 2020 - UbD team, Admin, Network Leads

Status history



ON-TRACK May 03, 2018
Evidence
 Afterschool, grade level meetings, Flex Day PD's Unit plans and designs in Edu Planet

NOT STARTED
 Develop tasks so that students access multiple levels of the Depths of Knowledge when processing information (Gathering, Analyzing, and Interpreting)"

Feb 01, 2019 to Jun 30, 2020 -

Status history



NOT STARTED May 03, 2018
Evidence

BEHIND Each grade level will write and revise three additional units - One due end of Q3 and one due end of Q4"
 May 01, 2018 to May 01, 2020 - UbD team, teachers, administration

Status history



BEHIND May 03, 2018
Problem
 Completed united plans in google drive
Root Cause
Next steps

ON-TRACK
 Align scope and sequence with primary and secondary standards horizontally and vertically to maximize academic achievement. (Knowledge Cente as a guide)"

Jun 01, 2018 to Jun 01, 2020 - Teacher teams, Admin,

Status history



ON-TRACK May 03, 2018
Evidence
 Grade Level Meetings agendas, Admin meeting agendas.

Strategy 3

NOT STARTED

Continue to cultivate a growth mindset for students to be able to learn and succeed through informative feedback, continuous monitoring and self reflection"

Jun 30, 2018 to Jul 01, 2020 - Teachers Students Parents Administration

Status history



NOT STARTED

May 03, 2018

Evidence

Student Monthly Celebrations with Parent invitation CASEL Collaboration SEL School Status

NOT STARTED

Teachers continue to differentiate expectations so that ALL students including ELs and DLs stretch to exceed personal learning goals"

Jun 30, 2018 to Jun 30, 2020 - Teachers Students Parents Administration ELPT Teacher

Status history



NOT STARTED

May 03, 2018

Evidence

Student Self Assessment Student Learning Contract Bag report

ON-TRACK

Implement PATHS lessons, PATHS Kid of the Day, and PATHS problem-solving meeting"

Jun 30, 2018 to Jun 30, 2020 - Teachers Students Administration

Status history



ON-TRACK

May 03, 2018

Evidence

classroom visits Time Distribution Sheet

ON-TRACK

Students and teachers will use a self-management tool tracking behavior, attendance, and/or academic based on need (PBIS Reward System)"

Jun 30, 2018 to Jun 30, 2019 - Teachers Students Administration

Status history



ON-TRACK

May 03, 2018

Evidence

Attendance Checks & incentives, behavior log

NOT STARTED

Incorporate Family Night to engage parents in the learning process"

Jun 01, 2018 to Jun 30, 2020 - Community Parents Teachers Students and Administration

Status history



NOT STARTED

May 03, 2018

Evidence

Calendar

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Parents hold annual organizational meeting. 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 monthly Title I meetings. The President of the Title I PAC will participate in CIWP committee meetings.

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

The Annual meeting will occur in September 2018. The date for the Title I Organizational Meeting will be held on for before October 2018. At these meetings parents will discuss meeting schedules and establish a calendar for the school year. Parents will be informed on the Policy for involvement, Parent input on workshops and meeting topics will be discussed and used when planning for each meeting session.

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

the school will immediately respond to any such suggestions.

Parents attending any of 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 CIWP 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 includes whether the parent would like 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 ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents will be informed through an informational meeting/workshop on CCSS, district as well as 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 another parent meetings, the principal

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

Parents will be provided information, resources, materials, and training at their monthly meetings to help their children with homework in literacy and 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 from homerooms to attend all meetings.

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

Teachers will continue to be encouraged to recruit parents to volunteer in their classrooms, attend monthly parent meetings including LSC, Title 1 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 and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The Head Start Parents are invited to all program 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 Head Start and Kindergarten Teachers.

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

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 two languages. Meetings and workshops are also conducted in the two languages. Translators are provided for teachers and staff who need to communicate with parents that 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 and family engagement practices and outlines activities related to expanding parent and family partnership programs.



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



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

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

not applicable

School-Parent Compact

Complete

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

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 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 member 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, email, or in person, depending on student's progress. Teachers are required to keep a log of their personal communication.

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 GradeBook which allows parents to monitor their child's progress through 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 in 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 the request is made. Teachers and school leaders are very accommodating to parents schedules, often times waiting for parents after school, providing letters for their workplace if they need it.

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

Parents 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 the required application process. The staff helps parents complete process if they needed 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 parents. Currently, 8 parents participate in the program and they support 8 classrooms by tutoring individual or small groups of students on basic literacy skills.

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 on time, complete homework, read to them daily, take to the neighborhood library, monitor grades through the Parent Portal, attend parent conferences and/or meetings, workshops, volunteer on school field trips, and complete surveys went 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 all students individually to set goals in reading, math, attendance, and behavior. Academic goals are set after each formal assessment at BOY, MOY and EOY and/or quarterly reporting. Attendance and behavioral plans are created on an individual basis with the teacher, counselor, assistant principal, parent and/or guardian. All students are taught expectations related to academics, attendance, and character at the beginning of the year and ongoing throughout the year. Principal roundtables 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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

To provide parents with informational meetings in Title 1 funding, policy, and parent involvement; increase engagement by providing workshops on various strategies selected by the PAC eg, literacy, Engaged 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; involve parent mentors in school-wide and classroom activities and increase their support in additional classrooms. These activities will begin in September 2018- 2020.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1920 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1335 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 1080 .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ 0 .00

53306

Software

Must be educational and for parent use only.

\$	0	.00
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55005

Furniture and Equipment

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

\$	0	.00
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