Mary E McDowell Elementary School 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 4 Make ?safe practice? an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**: McDowell has structures in place for continuous development as noted in our current
    CIWP.Commitment to shared vision:The mission of the Mary E. McDowell School of International Studies is to provide a high quality
    educational and instructional program for all students (including Diverse Learners and STEM) ensuring that each will reach
    his/her fullest potential. By doing so, we will prepare students to compete in this high-tech global society. In this spirit all
    stakeholders will work together to provide experiences to:Promote growth mindset; Encourage innovative and creative expression;
    Develop cooperative interactions; Challenge students to think, learn, and use information to solve complex problems. In summary
    our mission is...?Academic Excellence by All Means". Our missions is shared with all stakeholders by being posted in each
    classroom. Our abbreviated version is a constant on our newsletter and on all school-wide correspondence. At each teachers'
    meeting our mission statement is recited. The mission is also a topic on the Principal's report to the LSC. HIgh Expectations for staff: To ensure that the McDowell Teachers are functioning at the "Distinguished" Level of performance as
    determined by the Chicago Framework for Teaching, a team of exemplary professionals known as the ILT team has been
    assembled to lead the schools efforts to produce effective teachers.The ILT Team meets bi-monthly, every other Wednesday.
    Collaboratively, professional development sessions are planned and data is used to create before and after school programs. The school-
    wide focus this year is on continuing to align instructional activities with standards, developing a growth-mind-set, and
    to move towards a hybrid model of instruction to increase the use of digital resources. Data gathered from classroom assessments is used to monitor and adjust classroom instruction based on the CCSS. High expectations for students: To ensure that each child reaches his/her fullest potential and are college and career ready
    ,
    McDowell fully implements the Common Core Standards in Reading and Mathematics and the Next Generation Science Standards
    in Science. Teachers practice small group instruction in reading and math. This is a non-negotiable. Effective use of reading and
    mathematics centers continues to be a school-wide research-
    based strategy that we continue to implement with fidelity.. Explicit
    articulation of learning objectives for the students is a school-

wide practice. Through on-going professional development studying
Bloom and Webb, the staff is focused on emphasizing higher order thinking skills fo
r students as well as Depth of Knowledge 3
and 4 tasks. Yearly and quarterly scopes ensures purposeful sequencing and align
ment of standards and pacing for all teachers.
Based on teacher observations using the Danielson's Framework 3b (questioning)
and 3C (Student engagement) are areas that
have improved but work is yet needed for our newest teachers. After professional
 development on Project Based Learning, all
grade levels are committed to further understanding and implementation of proj
ect based learning for their students. Motivating the entire school community to s
trive for success: As noted in our 2018-
19 My Voice My School Survey McDowell is listed as a "Moderately
Organized" school. This is a concern. However recent school surveys after working
with Mosaic, a PD provider for positive team building, the survey is
an indicator that not only is the school community motivated to strive for success,
 the school community of learners is successful.

- 4 - Structure for Continuous Improvement
    - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 4 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**:
      Both ILT and Teacher Teams meet regularly to analyze data to inform instructional
       practice and monitor student performance
      against end of year goals. The McDowell School ILT consists of principal, Counselo
      r, Case Manager, Primary and Intermediate
      Chairpersons, Early Childhood specialist, Technology Coordinator and the STEM c
      oach and meets each Monday morning. Our focus for the 2018-19
      year has been on "alignment of instructional materials" and "equity through
      differentiation." Evidence of the
      effectiveness of the ILT: McDowell showed strong student achievement across mu
      ltiple metrics for the 2019 school year. Based on
      NWEA results, student attainment increased significantly. The percentage of stude
      nts meeting/exceeding end-year status norms
      for benchmark increased 9% in reading and 5% in mathematics. 72% of the stude
      nt population grades 2-5 ended the year at
      benchmark for reading and 57.25% for mathematics. Attainment results indicate
      grade 2 at 63% attainment and grades 3-5 at
      75% for reading and grade 2 at 42% attainment and grades 3-

5 at 62.3% for math. Additionally, in the K ? 2 cluster, 68% of all K ?
2 students assessed met/exceeded proficiency in TRC. The most student growth o
ccurred in Kindergarten in which 73% of the
students met/exceeded proficiency followed by 2nd grade at 71% and 1st grade
 at 59%. The attendance rate increased by 0.2%
with the school ending the year at 97.1% which was above the end year school t
arget and District goal of 96%. Additionally,
McDowell showed impressive growth in the fortieth week On-
Track rate. By the end of the third quarter in 2018-2019 week, 83%
of the student population were on-track.Evidence can be found in our State of
the school address as well as the Principal's Report to the LSC.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: McDowell follows a standards-
    based curriculum using the backwards mapping approach. More specifically, the
     McDowell
    Curriculum is aligned to the Common Core standards in Reading and Math, NGSS
     standards in Science, and ISBE standards for
    SS. Curriculum/Common Core alignment can be compared to the % of students
    achieving on the IAR exam. 41.5 % of
    McDowell students met or exceeds state norms compared to 26% meeting/exce
    eding in the District and 34.5% meeting/exceeding
    in the entire state. Yearly curriculum maps are created aligning standards, instruct
    ion, and assessments for the year. Through
    implementation of a STEM curriculum, McDowell students are provided opportunit
    ies for rigorous inquiry base learning in STEM
    topics. At McDowell we know that true learning comes by experience. To that en
    d teachers are expected to provide curriculum
    aligned field experiences for each quarter. School-
    wide, McDowell students on average attend 3 curriculum-aligned out-of-school
    field experiences per month. Annually the 3rd grade students go on a Chicago Tr
    olley Tour and the 4th grade students visit the
    state Capitol (Springfield). We believe that true learning comes by experience an
    d we therefore believe that our "Above Average"
    student growth and attainment percentile, student attendance of 97.1%, and lev
    el 1+ status has been achieved as a direct result
    of our aligned curriculum that is supplemented by field trips. Teachers create qua
    rterly scopes and copies are distributed to
    parents. Assessment binders are peer reviewed and checked for rigor every 5 an

d 10 weeks.Grade reports are attached and
student mastery and alignment is checked by the administration. The ILT also monitors assessments and reviews lesson plans
with teacher to check for high and low level questions and DOK 3 and 4 tasks. Lesson plans are submitted each Friday and are
checked by the principal using the McDowell lesson plan check list and returned to the teacher. The McDowell curriculum and the
standard of excellence is held for all students, including the DL students and advanced learners. McDowell is currently
implementing an inclusion model for DL learning which has yielded a higher percentage of DL students meeting their growth
targets. Through our partnership with the Chicago Jazz Philharmonic, OST, and our grant from Creative Schools students receive
instruction in fine arts. Select students also receive violin lessons. Through after-school programming students participate in our
extended arts program that includes piano, drums, guitar, chorus, and ballroom dancing. As research states that music has a
direct correlation to mathematical skills, we can surmise that music instruction helped lead to our 78% Growth percentile noted on the 2019 School Quality Report.

- 4 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 4 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
    McDowell has a rich collection of instruction materials despite a decrease in funding in previous years. All students use the
    Reading Street curriculum which includes workbooks, a digital platform, and a separate resource My Sidewalk for diverse learners. Students in K-
    2 used the MyMath curriculum and grades 3-
    5 use Go! Math curriculum. Both of these programs include
    opportunities for digital learning for students and data collection. Studies Weekly Science and Studies Weekly Social Science
    provides current lessons using the NGSS . McDowell invests in digital learning contents and tools. Subscriptions include: Study
    Island (Reading and Math on line assistance), ST Math, and Reading A-
    Z and Raz Kids. Our analysis of digital learning revealed
    that students who completed 70% of the digital learning programs with 70% accuracy are the students with the highest growth
    gains.Technology hard ware includes iPads, Nooks, Laptops, PC's, ChromeBooks, Interactive White Boards, and a Smart Table.
    Each year novels are purchased for students to participate in Battle of the Books.

Literature selected comes from award winning
novels that meet the requirements for complex text. The intermediate departmen
t hopes to utilize technology in the classrooms to
purchase and use digital novels. Diverse learners will also use a text-to-
speech program to make sure material is accessible to all
students. To meet the needs of all students supports are in place to provide stude
nts with push-in, push-out instruction to provide
small group instruction. After school remedial and enrichment classes are provide
d using alternative materials including Jr. Great
Books for the advanced learner and Wilson Reading for the struggling student. STE
M instruction is offered for the highly
advanced students which incorporates project based learning.

- 3 - Balanced Assessment and Grading
    - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
    - o 3 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
    - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
    - o 3 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
    - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
    - o 3 Utilize assessments that measure the development of academic language for English learners
    - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
    - o 3 Improve and promote assessment literacy
    - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
    - o **Evidence**: McDowell School follows a standards-
      based curriculum that is NOT text book driven. After curriculum maps and assessm
      ents are
      created, supporting materials that are aligned to the standards are purchased. Di
      verse Learners receive the same instructional
      materials. At the end of each year teachers submit an instructional materials "wish
       list" and if the budget allows, the request are
      fulfilled. Technology infusion is one of the priority goals. A recent inventory indicat
      es we are one/one with devices thereby
      transition to a blended classroom is possible. The multiple assessment measures us
      ed for triangulation include but are not limited
      to: Teacher made assessments, publishers assessments, and digital resources that
      provide student progress reports (Study
      Island, Raz Kids, JiJi Math). In addition, teachers use NWEA MOY, the DWA summa
      tive assessments, and the Illinois Science state
      assessment to gather data to inform teaching. PARCC state assessment data and

NWEA growth and Attainment is above
average. Quarterly interim assessments are created using CIM and are administered online to assess mastery of standards
taught in each quarter. Moving forward, teachers will incorporate Performance Based Assessments.

- 3 - MTSS
    - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
    - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
    - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
    - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
    - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
    - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
    - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
    - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
    - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
    - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
    - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
    - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
    - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
    - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
    - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
    - o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
    - o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)

- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**:

    eacher, ILT team, Data team and Student Intervention team. Parent contact and notification is applied throughout the process. An
    ILT member is responsible for monitoring on-
    track data for students and providing supports for teachers to ensure that students are on-track. TIER 1: School-wide Instruction with Strategy-
    Based Groups as Appropriate (80% of students),TIER 2: General
    Education with Increased Support (15% of students) and TIER 3: General Education with Intense Support (5% of students).
    Consideration for diverse learner evaluation may occur at any point but will occur most commonly after Tier III. Base line data is
    collected and interventions are put in place. The school counselor provides 45 minutes SEL sessions for all classes.TIER 1: Primary Prevention School-wide and Class-wide Behavior Plan, TIER 2: Secondary Prevention for at risk students and TIER 3:
    Tertiary Prevention for high risk students Protocol is flexible and allows students to move between tiers. Of the 8 students referred
    for MTSS only three student went on to be staffed into the DL program. The Science, Technology, Engineering, and Mathematics (STEM) program works to support accelerated students through a
    rigorous instructional, engineering, and project based curriculum. The program utilizes Engineering is Elementary, a program that
    aligns to the National Science Foundation, and other agencies that offer STEM-related programs. The STEM program for the
    students at McDowell is vital to the future of the country, the future of our region and the future of the students themselves.

Because, STEM is everywhere; its vital to the shaping of our students everyday experiences. Those students attending STEM
continue to score in the 90th percentile on NWEA. In our Head Start classroom, children ages 3- to 4-years-
old are encouraged to listen as stories are read to them. They are
expected to offer feedback about the stories that are being read and to ask and answer questions. Through teacher lead
inquiries and student to student discourse the children at the pre-
k level are introduced to carefully selected units of study that
have been researched and proven by Creative Curriculum, Inc., to be of interest to early learners. Each study includes all the
subject topics ? language arts, math, science, social studies; and each revolves around the study. In order to address
individualization, a planning and assessment component is attached to the curriculum that allows the teacher to individually track
and monitor each student. The Teaching Strategies Gold Assessment and Planning Tool provides suggestions for each student to
further learning and make sure each student is maximizing their potential for success. McDowell's diverse learners are integrated into their general education classroom to the fullest extent possible.100% of our
diverse learners are included in their general education classrooms for all specials including art, music, gym, health, SEL, and
TTM. All DL students are also fully included in the general classroom setting for at least two major core subject areas including science and social studies.

- 2 - Transitions, College & Career Access, & Persistence
    - o   2 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)
    - o   3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
    - o   3 READINESS ? Ensure equitable access to college preparatory curriculum
    - o   2 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
    - o   **Evidence**: In order to build an intentional "college-
      going" culture McDowell engages students in a College and Career Fair, Science Fair,
      STEM instruction, and promoting growth mindset. More information and emphasis to motivate students' awareness about college
      is needed. In order to give students opportunities for authentic leadership and student voice McDowell teachers integrated their
      college experiences into the career readiness conversations. The McDowell student council has been formed and students share
      in planning college and career readiness activities such as campus visits and/or learning about HBCUs. Moving forward, we would
      like to incorporate college visits hosted by African-
      American fraternities and sororities. Through female and male mentoring as well as varied and numerous field experiences children are exposed to traditional and non-traditional careers. At our level (Pre-
      K5) this is the beginning of college and career readiness. McDowell is among the highest % of students on track in ISP due to our

college and career access and persistence. Students who are off track create a growth mind-set plan with attainable goals.The school counselor creates her plan that includes college and career readiness.

Quality and Character of School Life

- 3 - Relational Trust
    - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
    - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
    - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
    - o **Evidence**:
      Male and Female Mentoring Programs address the Illinois Social Emotional Standards. The primary and intermediate departments
      address behavior consistently. Students with disabilities are integrated into the Fine Arts program (keyboards, ballroom dancing,
      guitar). The Junior Great Books curriculum provides multi-cultural reading within the pull-out program. Multicultural experiences
      include field trips to the Mexican Arts Museum, Italian Sports Museum, and Chinatown. Students also learn different cultural
      practices through the Fine Arts program. When children misbehave, the Student Code of Conduct is applied as needed. There is
      a strong male presence at McDowell that provides strong role models for the male students resulting in 0 out of school
      suspensions. There has been an increase of student infractions due to children with emotional and behavioral issues at the
      primary level. Due to this, staff has utilized outside assistance including SASS and hospitalization.
- 3 - Student Voice, Engagement, and Civic Life
    - o 3 Study politics
    - o 3 Become informed voters and participants in the electoral process
    - o 3 Engage in discussions about current and controversial issues
    - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
    - o 3 Exercise student voice (REQUIRED: OSEL)
    - o 2 Authentically interact with community and civic leaders
    - o 3 Engage with their community
    - o 2 Take informed action where they work together to propose and advocate for solutions
    - o 3 Experience a schoolwide civics culture
    - o **Evidence**:
      For extracurricular and enrichment opportunities that build leadership, nurture talents and interest, and increase engagement with
      the school, McDowell has forged the following partnerships: Strings program (violin in partnership with the Chicago Jazz
      Philharmonic), an after school academic program, and a Fine Arts program to include guitar, keyboards, ballroom dancing, and
      spoken word. Through male and female mentoring other extra-curricular activities include: authentic math-based activities, sports competition, organic produce community garden. McDowell Student Council has organized

and planned activities for College and Career Week including a school supply st ore,
Family Feud Competition, and a college and career fair. Student council is also pl anning Spirit Week and an end of year dance. McDowell also hosts a school-wide holiday celebration where all students participate. McDowell holds an annu al Fine Arts Festival
to showcase our students talents and an annual Education and Fun Fair where stu dents and families celebrate and showcase the
accomplishments for the year. So far this year student attendance is 95%. On day s of extracurricular activities attendance is very rarely under 100%.

- 4 - Physical and Emotional Safety
    - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
    - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
    - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
    - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
    - o **Evidence**:
      The adults at McDowell work actively to maintain a safe and orderly school enviro nment. There is an intentional high male
      presence. Each classroom is monitored by a male staff member and/or has a 'go-to'' male staff member to report safety or
      security issues to. These staff members serve as mentors for our young boys. At ent ry and dismissal times all four corners of the
      schools perimeter are covered by male personnel or parent volunteers to ensure t hat students' arrival and dismissal routines are
      safe and orderly. Acts that may pose a threat to students be it on-campus, off-campus, direct (i.e bullying) or indirect (i.e. other
      students from another school fighting) are required to be reported immediately to security and are addressed. School-wide there
      has been an increase in accident reports. There has also been an increase of stu dent infractions due to children with emotional
      and behavioral issues at the primary level. Due to this, staff has utilized outside assi stance including SASS and hospitalization.
      There is a need for more professional development on childhood trauma and stu dents with emotional deficits.

- 3 - Supportive and Equitable Approaches to Discipline
    - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
    - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
    - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
    - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
    - o **Evidence**:
      Based on the CPS student code of conduct, McDowell has its own Discipline Plan that details how misbehavior is handled at

McDowell. Depending on the issue a student can be sent to the disciplinarian or a trip to the counselor. McDowell's brightly colored walls and child-centered decor provides a welcoming school environment. Security is positioned at the front door and visitors are greeted cordially. The primary teachers have a uniform behavior system using colors which represent levels of behavior. The intermediate department uses the DOJO system to monitor student behavior and includes parents in the monitoring system. Presently we have 0 out of school suspensions. There is a need for more professional development on childhood trauma and students with emotional deficits. Moving forward, a school wide behavior system will be reinforced so all staff are unified in discipline.Thanks to our partnership with University of Chicago teacher and staff ongoing training has contributed to an all school discipline system that has limited our behavior infractions to almost none.

- 3 - Family & Community Engagement
    - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
    - 3 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).
    - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
    - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
    - 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
    - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
    - 3 Partner equitably with parents speaking languages other than English
    - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
    - **Evidence**:
      Each year at the beginning of the school year McDowell hosts a parent back to school night. Parents also attend a chaperone training on back to school night that promotes parent participation on trips and to volunteer in the classroom. Sessions are held by the principal to discuss the CIWP and the status of the school using the most current achievement data that is available. Also during back to school night, teachers discuss quarterly scopes and standards that are copied and given to each parent. During the 1st report card pick up in November, DIBELS and/or NWEA data for each student is explained to and discussed with each parent. Because McDowell is only a K-5 school rigorous attempts are made to ensure that 5th grade students apply for selective enrollment 6th grade programs. The MVMS survey reveals that the entire staff builds "Strong" external relationships by involving our parents. The McDowell aggregate performance across three indicators is a score of 76 which is "Strong". Teacher parent trust is very strong (84) Parental involvement is strong (68) and Parent influence on Dec

ision Making in Schools is strong (76)..Other than our partnership with the University of Chicago, our community partnerships are limited. This is an area of opportunity for us. However our communication with parents has greatly improved and through monthly activities, after school programs, technology engagement, newsletters, and our wonderful website. Our parents are in constant contact with our teachers through class DoJo. We are extremely happy that we have a Twitter and Facebook account to further connect with our families and community. We also have a strong alumni connection.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Quality and Character of School Life: Family & Community Engagement	3
3	Quality and Character of School Life: Relational Trust	4
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	2
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Literacy for all students (African American)
Root Cause 1	Limited collaboration among teachers around Differentiation Strategies for the wide range of student abilities: Challenge obtaining growth for of the higher performing student
Area of Critical Need 2	Mathematics for all students (African American)
Root Cause 2	Limited collaboration among teachers around Differentiation Strategies for the wide range of student abilities: Challenge obtaining growth for of the higher performing student
Area of Critical Need 3	Student attendance
Root Cause 3	Students from the selective enrollment program who don't live in the neighborhood have more absences, especially on inclement weather days. Also, attendance is lower for the Diverse learners and students with 504's

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Reading (Grades 3-8)

The national attainment Percentile for McDowell is trending down.
2018: 66th percentile in reading
2019: 65th Percentile in reading | Overall | | 70.00 | 75.00 |
| | African American | | 65.00 | 70.00 |
| | Overall | | 75.00 | 77.00 |

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Attainment Percentile - Math (Grades 3-8) The national attainment Percentile for McDowell is trending down. 2018: 73rd Percentile in Math 2019: 72nd Percentile in Math	African American		73.00	75.00
Vision: Attendance Rate The attendance for 2018: 96.3 Attendance for 2019: 95.	Overall		96.00	96.50
	African American		95.50	96.00
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	Continue to engage parents as partners in the learning of their children
Then we see...	much more buy-in and support
which leads to...	Higher student achievement

Budget Description	
Tags	Family & Community Engagement
Action steps	(Not started) Host computer classes for on-line and remote learning Tags:FACE2: Parent Engagement (Not started) Tags:

Strategy 2

If we do...	Adopt a school-wide discipline approach that 1) is pro-active vs reactive 2) meets the emotional needs of children who have and or/are experiencing trauma and 3) that is consistently applied school-wide
Then we see...	an increasing positive and supportive school culture and climate
which leads to...	Less student, teacher, parent, stress thereby improvement on student achievement.
Budget Description	
Tags	OSEL: Supportive School Environment
Action steps	(Not started) Continue TREP program partnership with the University of Chicago Tags: (Not started) Continue TREP training (year 3) with the University of Chicago Tags:

Strategy 3

If we do...	Work diligently to continue new remote learning strategies employed during the Covid 19 pandemic...
Then we see...	an increase in the flipped classroom, blended learning,
which leads to...	more student engagement beyond the classroom, increased parental involvement, a narrowing of the digital divide: Leveling of the current inequities while preparing our students to compete in this global society ensuring that they are college and career ready.

Budget Description	
Tags	Instruction, ECCE: Early College
Action steps	• (Not started) PD on digital and remote learning Tags:

Strategy 4

If we do...	Continue to align standards, instruction, and assessments using all available resources
Then we see...	an increase in teacher capacity and efficacy
which leads to...	high student achievement (growth and attainment)
Budget Description	SBB, ESSA, and Title 1 funds will be used for Professional Development throughout the school year. New technology(hardware) purchases will be needed to handle robust digital resources needed for remote learning. A Technology Coordinator is needed to provide support needed for staff, parents, and students.
Tags	Instruction, Assessment: Balanced Assessment and Grading, CIDL: Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, Science: Curriculum, Math: Curriculum
Action steps	• (Not started) Vertical planning meetings to develop curriculum maps for four core subjects: Reading, Math, Social Studies, and Science Tags:Curriculum • (Not started) Professional Development will be provided to develop equitable practices for differentiation, small group instruction, providing rigorous instruction, and improving digital/remote learning. Tags:Instruction

Action Plan

Strategy 1

Host computer classes for on-line and remote learning

Jun 30, 2021 to Jun 30, 2021 - Principal/Teachers/ Tech Coordinator

Jun 30, 2021 to Jun 30, 2021 -

Strategy 2

Continue TREP program partnership with the University of Chicago

Jun 01, 2020 to Jun 30, 2021 - All stakeholders

Continue TREP training (year 3) with the University of Chicago

Jun 01, 2020 to Jun 30, 2021 - Staff

Strategy 3

PD on digital and remote learning

Jun 01, 2020 to Jun 30, 2021 - Principal/Tech Coordinator

Strategy 4

Vertical planning meetings to develop curriculum maps for four core subjects: Reading, Math, Social Studies, and Science

Jul 01, 2020 to Jun 30, 2021 - Teachers and Admin

Professional Development will be provided to develop equitable practices for differentiation, small group instruction, providing rigorous instruction, and improving digital/remote learning.

Jul 01, 2020 to Jun 30, 2021 - Teachers, Admin

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state

Teachers?at?McDowell?School?participate?in?the?study?of?Effective?Schools?Research.?That?research?values?parent?involv
policy?to?communicate?with?parents.?Teachers?make?themselves?available?each?day?between?7:30-7:45?each?day?except
Teachers?also?have?voice?mail?systems?set?up,?email?addresses?and?in?some?cases?teacher?give?parents?their?cell?phon
to?use?features?on?Gradebook?and?on?the?parent?portal?as?a?way?to?communicate?student?progress?to?parents.?The?DC
feature?that?notifies?parents?when?children?are?doing?well?and/or?not?doing?well.?All?of?these?features?allow?staff?to?c
partners?and?build?relationships?with?parents.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of ac

School-wide strategies that provide opportunities for all students to meet proficient and advanced levels of academic achiev
implementation in all classes. special education push-in and pull-out programs, small group instruction, guided reading and m
learning.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research th
program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically

Same as above: the above strategies listed above are research based strategies that strengthens the core academic programs,

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who
meeting the states academic achievement standards, and/or members of the target population of a program include
strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovati

In addition to the school-wide classroom strategies for all students, our at-risk students benefit from McDowell's Grandma in
children in small groups within the regular class providing individual attention and affection to the at risk students. McDowell
program. The counselor works with small groups of students who have been identified as "not on track'

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

McDowell is identified as an "opportunity" school and in that program HR and Talent specialist work with our school to provi
performing staff. PLC's meet regularly. Opportunity School's program provides our school with an in-house mentor/coach to s
universities to consider us for Student Teacher programs to help train and retain high quality teachers,

High-quality and ongoing professional development based on scientifically based research for teachers, principals, p
pupil service personnel, parents and other staff to ensure students meet state standards.

High-quality and ongoing professional development for all stakeholders is after root causes analyses, data collection, and surv
includes 5Essentials reports, SQRP, and CPS Dashboard that has a menu of school metrics.

Strategies to increase parent involvement, such as family literacy services.

Parent?suggestions?for?improvement?are?requested?in?the?April?newsletter?where?they?are?asked?to?contribute?ideas?to
publicized?meeting?held?in?September?each?year,?parents?are?given?the?opportunity?to?review?the?parent?and?family?e
the?ESSA?as?appropriate.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start,
preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

The Head Start Teacher and the Primary Department at McDowell School meets and collaborates weekly. Vertical planning in[...] standards of what students should know and be able to do across grade band. At the end of the year Head Start students spen[...] and parents are invited to observe our kindergarten and are encouraged to apply if they do not live in our attendance area.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achieve[...] overall instructional program.

The?area?of?concentration?for?McDowell?is?To?create?a?powerful?system?to?build?capacity?for?teachers?to?become?high[...] teachers.?These?systems?will?ensure?that?teachers?will?be?on?the?learning?path?to?develop?research-based?instructional[...] to?improve?teaching?and?guarantee?learning?for?all?students.?Every?teacher?will?show?adequate?progress?towards?meet[...] year?professional?goals?as?a?result?from?the?powerful?professional?learning?systems?created.?The?following?checklist?w[...] be?used?moving?forward?to?monitor?teacher?effectiveness?and?to?provide?professional?development?in?areas?of?needs.?[...] expectations?for?all?teachers?instructionally?are:? -?CCSS/Objective?posted?and?communicated.? -?Explicit?modeling?of?CC[...] ?The?teacher?creates/utilizes?anchor?charts.? -Opportunities?for?guided?practice?utilizing?strategies?modeled.? - ?*Specifically?the?following?Marzano?s?High?Yield?Strategies:?Identifying?Similarities?&?Differences,?Summarizing?&?Note[...] ?Effort?&?Providing?Recognition.?Scaffolding?provided?as?appropriate.? -?Implementation?of?independent?practice?with?e[...] ?*Specifically,?Center?tasks?alignment?and?implementation?of?DOK?S?1???4?(1-Recall/Reproduction;?2-Skill/Concept;?3-St[...] Extended?Thinking)? -?Evidence?of?differentiated?task?to?meet?students??academic?needs.? -?Students?access?grade?level[...] ?The?teacher?provides?small?group?guided?math?instruction?with?high?level?questioning?based?upon?student?data.? - ?Students?are?provided?opportunities?for?independent?math?practice.? -?Lesson?Closure?(i.e.?Review?of?CCSS,?discuss?str[...] Total?Score:? 31-40?=?Exemplar;?21-30?=?Fully;?11-20?=?Partially;?0-10?=?Not?Evident? Additionally,?teachers?are?trained?and?expected?to?implement?the?following?strategies?at?minimum:? Preparing?Students?Reading?Activities?Interpretation/Dev.?of?Skills/? Word?Knowledge?Reading/Fluency?Comprehension[...] *Developing?Vocabulary?*Silent?Rdg.?*Round?Robin?*Inference?Questions? *Spelling?*Choral?Rdg.?*Echo?Rdg.?*Factual?Qu[...] *English?*Partner?Rdg.?*Shared?Rdg.?*Evaluative?Questions? *Phonics?*Guided?Rdg.?*Reader?s?Theater? *Greek/Latin?Ro[...] *?Other_____?*Repeated?Rdg.? Extension/Evaluation/Enrichment? Writing? *Narrative?*Expository?*Persuasive? *Opinion?*[...] Enrichment? *Extended?Readings?*Research?*Art?Project?*Technology?Project?*Other

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic a[...] provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties ar[...] provide sufficient information on which to base effective assistance.

School-wide strategies that provide opportunities for all students to meet proficient and advanced levels of academic achiev[...] implementation in all classes. special education push-in and pull-out programs, small group instruction, guided reading and m[...] learning.

Coordination and integration of federal, state, and local services and programs including programs supported under [...] prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical e[...] describe how this will be accomplished.

The counselor, guidance counselor aide, and ILT, LSC, STLS Rep, and PAC will work collaboratively to coordinate integration o[...]

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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 engagement plan and policy, and in the process of school review and improvement. Please describe how this will be a

Meetings will be held quarterly.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school t participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Tit a number of additional parental and family engagement meetings, including school PAC meetings, at different times a family members of children participating in the ESSA, Title I program to these meetings, and encourage them to atten accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meetin

The projected date of McDowell's Title I Annual Meeting and Title I PAC Organizational Meeting is Wednesday September 15,

At the request of parents and family members, schools will provide opportunities for regular meetings, including the meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions a Please describe how the school will immediately respond to any such suggestions.

Suggestions will be recorded by the committee secretary and routed to the appropriate department. Every attempt will be ma scheduled meeting and placed on the agenda for review.

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

As soon as reports are made available to the school, reports will be issued to parents.

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

Written notices will be sent home to parents.

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

The school will hold a state of the school meeting at the beginning of the year then again at the beginning of the 3rd quarter.

**Schools will provide information, resources, materials and training, including literacy training and technology, as ap[ppropriate to assist parents and family]
members in working with their children to improve their academic achievement, and to encourage increased parent[al engagement. Please describe how]
this will be accomplished.**

The ILT team will work with the Technology Coordinator to create parent training course offerings based on need. The parent[training courses will be held]
occasionally on Saturdays. Some classes will be offered virtually.

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

A home school connection liaison will be appointed for the purpose of building the home-school connection.

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

McDowell School has a full day Head Start program. As part of the program CPS has a built in parent training component.

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

Our?parent?communications?are?in?the?language?of?our?parents?(English)?and?are?in?a?user?friendly?format.?Monthly?n[ewsletters?go?home?monthly,]
teachers?create?room?newsletters,and?information?for?parents?is?posted?on?the?outside?Marquee?and?on?the?parent?bul[letin?board.]

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] ** In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs. **
[X] ** The school will coordinate the parent and family engagement programs identified in the CIWP. **
[X] ** 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)
n/a

School-Parent Compact (Complete)

**The school will provide high-quality curriculum and instruction in a supportive and effective learning environment t[hat enables the children to meet the standards. Please describe how the school will]
provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)**

Commitment?to?share?vision:The?mission?of?the?Mary?E.?McDowell?School?of?International?Studies?is?to?provide?a?high
program?for?all?students?(including?Diverse?Learners?and?gifted?students)?ensuring?that?each?will?reach?his/her?fullest
tech?global?society.?In?this?spirit?all?stakeholders?will?work?together?to?provide?experiences?to:?Enhance?Self-Esteem;
Encourage?innovative?and?creative?expression;?Develop?cooperative?interactions;?Challenge?students?to?think,?learn,?and
problems.?In?summary?our?mission?is...?Academic?Excellence?by?All?Means".?Our?missions?is?shared?with?all?stakeholde
wide?correspondence.?At?each?teachers'?meeting?our?mission?statement?is?recited. The?mission?is?also?a?topic?on?the?P
High?Expectations?for?staff:?To?ensure?that?the?McDowell?Teachers?are?functioning?at?the?"Distinguished"?Level?of?perf
Framework?for?Teaching,?a?team?of?exemplary?professionals?known?at?the?ILT?team?has?been?assembled?to?lead?the?s
teachers.?Collaborative,?professional?development?sessions?are?planned?and?data?is?used?to?create?before?and?after?sch
High?expectations?for?students:?To?ensure?that?each?child?reaches?his/her?fullest?potential?and?are?college?and?career?
Common?Core?Standards?in?Reading?and?Mathematics?and?the?Next?Generation?Science?Standards?in?Science.?Teachers
negotiable.?While?effective?use?of?reading?and?mathematics?centers?use?to?be?a?challenge?we?are?moving?towards?mast
wide?practice?i.e.?deliberate?"I?Can"?statements.?Through?on-going professional?development?studying?Bloom?and?Webb
Knowledge?3?and?4?tasks.?Yearly?and?quarterly?scopes?ensures?purposeful?sequencing?and?alignment?of?standards?and
fourth?quarter?teachers?are?beginning?to?implement?project?based?learning.?Based?on?teacher?observations?using?the?D
(communication?with?students)?and?3C?(Student?engagement)?are?areas?that?have?improved?but?work?is?yet?needed?fo

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held a

CPS?requires?two?parent-teacher?conferences?per?school?year.?At?that?time?the?parents?meet?with?the?teachers?and?rec
the?10th?and?30th?week?of?school?(November?and?April).?Additionally,?our?parents?are?able?to?schedule?conferences?w
site,?email,?and?voice-mail.

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

Report?cards?are?distributed?every?10?weeks?and?progress?reports?are?issued?to?parents?on?the?5th,?15th,?25th,?and?3

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

Teachers?have?an?open?door?policy?to?communicate?with?parents.?Teacher?make?themselves?available?each?day?betwee
Tuesday(Teacher?meeting?days).?Teacher?also?have?voice?mails,?email?addresses?and?in?some?cases?teacher?give?paren
(Aspen)?and?on?the?parent?portal?as?a?way?to?communicate?student?progress?to?parents.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how a

The?following?article?is?listed?in?our?school?newsletter?as?an?invitation?for?parents?to?volunteer:?Parents,?you?make?th
not?enough,?it?is?often?the?parents?who?make?it?possible?for?programs?to?continue.?Won't?you?give?us?some?of?your?t
Name?_____?Child?s?Name?_____?Child?s?Room?Number?_____?
___?Yes?I?am?happy?to?volunteer.?I?am?available?on?the?following?days?and?times?_____? ___?Sorry,?I?am?unavail
Additionally,?parents?may?observe?classrooms?by?invitation?or?requests.?During?the?visit?the?parents?are?given?a?check
observations?and?questions?for?future?discussion?with?the?teacher.?Parents?are?also?asked?to?apply?on?the?CPS?Volunte

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring atter

During?back?to?school?night?parents?are?given?yearly?scopes?that?include?all?of?the?information?stated?above.?Teachers
card?pick-up?dates.

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

Parent?suggestions?for?improvement?are?requested?in?the?April?newsletter?where?they?are?asked?to?contribute?ideas?t

> **The students will share the responsibility for improved student academic achievement. Describe how the students w**
>
> Each?new?school?year?students?read?and?sign?student?compacts?that?state?their?agreement?to:?Complete?all?schoolwor

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.**
>
> In order to provide equitable access to digital learning and improve achievement, McDowell school will create a parent university offering classes and training. Parents will be trained to use technology to 1) assist children with remote learning 2) increase achievement in STEAM: Science, Technology. Engineering, Art, and Mathematics 3) improve school/parent relationships and 4) close the digital divide. Topics will include but not be limited to: How to access you child's grades and test scores, quick guide to understanding achievement data, how to access remote learning (Google Class, setting up passwords and emails, connecting to the internet, what is a hot spot?, How to use a devices and its functionality, How to navigate the McDowell Website. Classes will be offered every month during the academic school year. Some classes will be recorded for on-demand access on the McDowell website: memcdowellelementaryschool.com.

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

Account(s)

Description

Allocation

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.	$767.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$250.00
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.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**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.	$0.00
53510	**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
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00