

Francis M McKay Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Dawn Prather-Hawk	Principal	dphawk@cps.edu	Has access
Antoinette Oliver	Teacher		No Access
Warren Coleman	LSC		No Access
Curissa Smith	Community Partner		No Access
James Barnes	Middle Grades Math Teacher	jbarnes1@cps.edu	Has access
Benita Nixon-Campbell	Primary Teacher	blnixon@cps.edu	Has access
LaTanda Terry-Graves	Counselor	ltterry-graves@cps.edu	Has access
Aryell Hall	Case Manager	ahall5@cps.edu	Has access
Laura Arroyo	Bilingual Teacher		No Access
Paula Meek	Attendance Clerk	pmeek@cps.edu	Has access
Nia Gamble	Social Studies Teacher	nngamble@cps.edu	Has access
Nancy Mays	Literacy Coach - Assistant Principal	nrmays@cps.edu	Has access
Denise Bonomo	Personal Learning Teacher Team		No Access
Aundre Hayes	Math Coach - Assistant Principal	alhayes@cps.edu	Has access
Tracy Childs	ELA Teacher	tlchilds@cps.edu	No Access
Letecia Hardaway	Primary Teacher	lrhardaway@cps.edu	Has access
Kevin Russell	CPS Personalized Learning Coach	kgrussell@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/31/2020	All Staff	CIWP Overview and Expectations, SEF Completion
02/10/2020	CIWP Team	Review of SEF Priority Analysis Review aligned to Goal Setting
02/19/2020	James Barnes, Benita Nixon Campbell, Tracey Childs, Susan Joncha	Review of SEF Priority Analysis Review alignment to strategies
02/24/2020	CIWP Team	Review of SEF Priority Analysis Review alignment to strategies

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
 - 4 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:**
- 4 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 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
- 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)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 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
 - **Evidence:**
- 3 - Instruction
 - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 4 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 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)
 - **Evidence:**
- 3 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 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

- 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
- 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
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:**
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 2 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)
 - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
 - 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)
 - 2 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)
 - 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 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)
 - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 1 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)
 - 1 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)
 - 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)
 - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)

- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 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)
- 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)
- 4 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)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 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)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 3 - Transitions, College & Career Access, & Persistence
 - 4 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 3 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
 - **Evidence:**

Quality and Character of School Life

- 4 - Relational Trust
 - 4 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)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:**
- 3 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 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)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 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)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 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)

- 4 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 4 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:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	5
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	4
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
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: Family & Community Engagement	0
4	Quality and Character of School Life: Relational Trust	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	MTSS
Root Cause 1	Lack of an MTSS process systems and structures
Area of Critical Need 1	Student Voice, Engagement and Civic Life
Root Cause 2	Lack of systems and structures for scholars to participate in shared decision making and learning outcomes
Area of Critical Need 3	Balanced Assessment and Grading
Root Cause 3	Lack of planning for reteaching and reassessment to support scholar mastery

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 - Math (Grades 3-8)	African American		20.00	25.00
I chose this metric because the math attainment on the 2019-2020 SQRP was at the 18th percentile.	EL		14.00	19.00
Vision: NWEA Attainment G2 (Math)	Overall		20.00	25.00
I chose this metric because our SY19 data shows our number of students at attainment is 15.4. In addition, we do not have any students with IEPs at attainment.	Students with IEPs		5.00	10.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8)	Students with IEPs		7.00	14.00
I chose this metric because overall we are at the 1st percentile with our students with	EL		13.00	18.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
IEPs and at the 8th percentile with our EL students.				
Vision: NWEA Attainment G2 (Reading)	Overall		33.00	37.00
I chose this metric because overall at the 2nd grade level we are at the 28th percentile and with our students with IEPs we are at the 18th percentile.	Students with IEPs		22.00	27.00
(Blank)				

Required metrics (Elementary) (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)				5.00	5.00

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...	Develop an informed and data-driven MTSS Team that is knowledgeable about research based interventions that follow the 80-15-5 tiering model in the MTSS framework for both academic and social/emotional learning
Then we see...	appropriate levels of academic and SEL support to accelerate the performance of all scholars
which leads to...	a fully implemented standardized system and structure to support and improve academic and social emotional learning, which will increase growth and attainment outcomes overall for all scholars.

Budget Description	Ongoing professional development, MTSS Lead, Blended Technology, Planning Time, Supplemental Resources (SEL and Academic), Community Partner, Consultant,
Tags	MTSS
Action steps	<ul style="list-style-type: none"> • (Not started) Establish a diverse MTSS core team and team lead that is responsible for driving the school's MTSS Framework and Implementation. Tags:MTSS, MTSS: Shared Leadership • (Not started) Provide professional development on the MTSS framework, process, systems and structures to all relevant staff members. Tags:MTSS • (Not started) Clearly define MTSS Team and teacher purposes, roles, and have a consistent meeting schedule Tags:MTSS: Fidelity of Implementation • (Not started) Facilitate training and regular practice with PSP in all meetings Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Define internal criteria to identify students that may need interventions (data points) Tags:MTSS: Shared Leadership • (Not started) Update and utilize a clearly defined menu of Tier 2 and Tier 3 interventions - Academic & SEL Tags:MTSS: Curriculum & Instruction • (Not started) Utilize the SAM at BOY, MOY and EOY to reflect on MTSS consistency and effectiveness of implementation Tags:MTSS: Fidelity of Implementation • (Not started) Develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions Tags:MTSS: Family and Community Engagement • (Not started) Provide culturally relevant high quality, standards-aligned, differentiated for Tier 1, 2 and 3 and using technology to support Academic & SEL success

	<p>Tags:Student Voice, Engagement, and Civic Life, MTSS: Fidelity of Implementation, OSCP: Tier 1</p> <ul style="list-style-type: none"> (Not started) Clearly define the method, the frequency and how to measure progress of each intervention <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Implement DDI cycles to progress monitor students performance and provide information for teachers to make more informed instructional and SEL decisions to change teaching and learning outcomes <p>Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Regularly progress monitor student learning goals, at their instructional level, to determine whether an intervention plan should be adjusted, continued or concluded <p>Tags:MTSS: Progress Monitoring</p>
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Strategy 2

If we do...	expand an infrastructure of Personalized Learning and decision-making that is inclusive, transparent, and elevates student voices
Then we see...	an increase in student investment in and commitment to learning and the school community culture, as well as a sense of belonging amongst all school stakeholders
which leads to...	improved student outcomes on testing measures, attendance, 5Essentials data.
Budget Description	Professional development, planning time, Supplemental Resources (Furniture, equipment, etc...), Technology, Student Council Lead Teacher, School Newspaper, Restorative Practice Lead
Tags	Student Voice, Engagement, and Civic Life
Action steps	<ul style="list-style-type: none"> (Not started) Provide Professional Development on the Personalized Learning Framework, Talking Circles, Restorative Practices and Core Value implementation to build student voice, ownership and accountability. <p>Tags:Student Voice, Engagement, and Civic Life</p> <ul style="list-style-type: none"> (Not started) Create a Student Council and continue Restorative Practice strategies <p>Tags:Student Voice, Engagement, and Civic Life</p>

	<ul style="list-style-type: none"> • (Not started) Create a quarterly student led newsletter Tags: Student Voice, Engagement, and Civic Life • (Not started) Engage in various school-wide community service learning opportunities to support scholar voice and choice. Tags: SSCE: Informed Action: Project-based learning or Service Learning • (Not started) Continue to use of the 5 Dimensions of a Powerful Classroom to support improving scholar engagement, scholar voice and scholar choice during teacher planning and instruction. Tags: • (Not started) Provide safe classrooms for teachers to practice personalized learning strategies and students to take safe learning risks. Tags: Structure for Continuous Improvement • (Not started) Provide ongoing in class coaching and ongoing PD in the PL Framework. Tags: Student Voice, Engagement, and Civic Life • (Not started) Provide goal setting conferences for students to provide a clear path to success Tags: SSCE: Student Voice • (Not started) Develop an action plan to progress monitor conference completion, in class coaching sessions, restorative practice and student council meetings. Tags: Structure for Continuous Improvement • (Not started) Provide culturally relevant high quality, standards-aligned, differentiated for Tier 1,2 and 3 Academic & SEL Tags: MTSS, Student Voice, Engagement, and Civic Life • (Not started) Provide culturally relevant high quality, standards-aligned, differentiated for Tier 1,2 and 3 Academic & SEL Tags: MTSS, Student Voice, Engagement, and Civic Life
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Strategy 3

If we do...	balanced grading and assessments that are driven by reteaching and differentiated instruction, while students are given multiple opportunities to demonstrate mastery of learning targets
Then we see...	students that are more engaged in the learning process,
which leads to...	improved scholar agency, identity and authority which improves on-track, achievement and growth results.
Budget Description	Professional development, consultant, supplemental resources, planning time,
Tags	Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) Ongoing professional development on fair grading practices, reteaching, differentiated instruction, student engagement, personalized learning, 5 dimensions Tags:Balanced Assessment and Grading • (Not started) Purchase supplemental resources Tags:Balanced Assessment and Grading • (Not started) Monitor uniform grading scale, grade categories and weights across grade levels and content areas Tags:Balanced Assessment and Grading • (Not started) Embed reteaching into lesson planning and adjust grades to reflect additional assessments after reteaching. Tags:Balanced Assessment and Grading • (Not started) Differentiate assessments and instruction based on multiple data points. Tags:Assessment: Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Use a ten point grading scale to account for the increased rigor in instruction. Tags:Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Allow scholars to make adjustment to work after reflection and guiding feedback before grading.

	<p>Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning</p> <ul style="list-style-type: none"> (Not started) Learning plans are derived from ongoing formative assessments, reteaching when appropriate and differentiated for each Instructional Tier. <p>Tags:</p>
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Strategy 4

If we do...	tier 1 instruction with CCSS aligned materials and integrate technology so that Standards come alive in teaching and learning through the use of data, high quality complex text and rigorous tasks across grade levels
Then we see...	data informed instruction to assure differentiation, flexible grouping, increased critical thinking among all teachers and all scholars; as well as, fully integrated social/emotional standards aligned learning opportunities for all scholars, including diverse learners, English learners, and advanced learners
which leads to...	improved teaching and learning aligned to the CCSS across content areas and an increased number of scholars meeting and exceeding assessment target scores by 2022.
Budget Description	Professional development, supplemental resources, remote learning, MTSS, Personalized Learning
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Use software programs such as Compass Learning/FRECKLES/ThinkCERCA/ XtraMath/Khan Academy, as a progress monitoring tool as well as for enrichment and support for all learners. Tags:Instruction, MTSS: Curriculum & Instruction (Not started) Improve teacher capacity to deliver high quality instruction aligned to the CCSS through ongoing planning professional development and the implementation of CCSS aligned instructional units. Tags:Personalized Learning: Tailored Learning/Differentiation (Not started) Reflect on instructional impact by analyzing student work in weekly team meetings and monthly planning meetings to drive instruction. Tags:Instruction (Not started) Use assessment data to target scholar needs and implement best practices to enhance instructional practices to improve scholar performance. Tags:Instruction

- (Not started) Provide opportunities for co-teaching to occur between diverse learners, English Learners, and general education teachers to maximize support for all scholars.

Tags:Instruction

- (Not started) Provide research based SEL/MTSS models such as PATHS, Mindful Practices, and Restorative Justice that addresses both academic and behavioral interventions to create and ensure a secure, scholar -centered learning environment for all student populations.

Tags:Instruction, MTSS: Curriculum & Instruction, OSEL: SEL Instruction

- (Not started) Provide differentiated PD on DOK, Thinking Core Strategies, Cognitive Demand, rigorous tasks, Personalized Learning and UBD.

Tags:Instruction

- (Not started) Analyze lesson plans, scholar work samples, and assessments for rigor.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Science: Rigorous Tasks, Math: Rigorous Tasks

- (Not started) Use scholar needs/strengths/challenges when determining, developing and selecting learning tasks and assessments.

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness

- (Not started) Embed rigorous tasks into weekly lesson plans.

Tags:Instruction, Science: Rigorous Tasks, Math: Rigorous Tasks

- (Not started) Provide monthly opportunities for parents/community CCSS aligned ELA and Math workshops.

Tags:Instruction, FACE2: Parent Engagement

- (Not started) Develop a quarterly Family Remote Learning night for grade level clusters of PK-K, 1-2, 3-4, 5-6, 7-8 for parents and guardians

Tags:Instruction, Family & Community Engagement

- (Not started) Develop a Google Night every semester for parents and guardians for grade level clusters of PK-K, 1-2, 3-4, 5-6, 7-8

Tags:Instruction

	<ul style="list-style-type: none"> • (Not started) Extend classroom learning experiences to remote learning experiences with continuity. Tags:CBE: Extended Learning, CIDL: Digital Learning • (Not started) Teachers will plan rigorous online and offline learning opportunities that reflect academic expectations. Create a first 20 days expectation plan to address norms for remote learning. Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Science: Rigorous Tasks, Math: Rigorous Tasks • (Not started) Create a "First 20 days of Remote Learning" by content area Tags:Instruction • (Not started) Professional Development for best practices for explicitly teaching vocabulary strategies. Tags:Instruction • (Not started) Provide opportunities for students to enhance their agency, authority and identity in vocabulary instruction. Tags:Instruction • (Not started) Implementation of lesson plans that integrate various digital programs that extend learning. Tags:Instruction • (Not started) Extend classroom learning to remote learning experiences with continuity. Teachers will plan rigorous online and offline learning opportunities that reflect academic expectations and support SEL for DL, EL and all learners. Tags:Instruction
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Strategy 5

If we do...	professional development aligned to a scope and sequence that is aligned to the CCSS for ELA and Mathematics, the Balanced Literacy Framework, the Tru Math Framework, Personalized Learning and our data
Then we see...	curriculum and instruction focused on data, best practices, vertical alignment and cross content integration
which leads to...	improved teaching and learning aligned to the CCSS across content areas, as well as narrowing achievement gaps across all grade levels, to support improvement in scholar

	attainment and a minimum of 70% of scholars meeting and exceeding assessment target scores by 2022
Budget Description	Professional development, planning time, supplemental resources, technology
Tags	Curriculum, Personalized Learning: Learner Focused
Action steps	<ul style="list-style-type: none"> • (Not started) Use the Knowledge Center for teacher resources and rigorous tasks for students. Tags:Science: Rigorous Tasks, Math: Rigorous Tasks • (Not started) Purchase supplemental leveled materials to increase Balanced Literacy, Guided Math, differentiated instruction, Personalized Learning and rigorous tasks. Tags:OECE: P-2 Balanced Literacy, Personalized Learning: Tailored Learning/Differentiation • (Not started) Provide PD to staff on D.O.K., Cognitive Demand, Rigorous Tasks, Personalized Learning and UBD, Tags:Curriculum, MTSS: Curriculum & Instruction • (Not started) Use backward design model to ensure scholars are prepared for assessments. Tags:Curriculum • (Not started) Grade level collaboration and vertical articulation, each grade level will create a scope and sequence with year-long curriculum maps aligned to the CCSS. Tags:Curriculum • (Not started) Implementation of online components of our current curriculum. Tags:Curriculum • (Not started) PD for online components of our curriculum. Tags:Curriculum • (Not started) Purchase online programs for use with remote learning Tags:Curriculum

	<ul style="list-style-type: none"> • (Not started) Provide math curriculum, including digital curriculum, to address all subgroups of the student population <p>Tags:Curriculum, Assessment: Curriculum Equity Initiative</p> <ul style="list-style-type: none"> • (Not started) Provide resources and equipment to support the curriculum. <p>Tags:Curriculum, Equity: Resource Equity</p>
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Action Plan

Strategy 1

Establish a diverse MTSS core team and team lead that is responsible for driving the school's MTSS Framework and Implementation.

Aug 31, 2020 to Jun 18, 2021 - Administration

Provide professional development on the MTSS framework, process, systems and structures to all relevant staff members.

Aug 31, 2020 to Jun 18, 2021 - Administration and MTSS Team

Provide culturally relevant high quality, standards-aligned, differentiated for Tier 1, 2 and 3 and using technology to support Academic & SEL success

Sep 08, 2020 to Jun 17, 2022 - Teachers

Facilitate training and regular practice with PSP in all meetings

Aug 31, 2020 to Jun 17, 2022 - Administration and MTSS Team

Implement DDI cycles to progress monitor students performance and provide information for teachers to make more informed instructional and SEL decisions to change teaching and learning outcomes

Aug 31, 2020 to Jun 17, 2022 - Teachers and MTSS Team

Clearly define MTSS Team and teacher purposes, roles, and have a consistent meeting schedule

Aug 31, 2020 to Jun 17, 2021 - MTSS Team

Update and utilize a clearly defined menu of Tier 2 and Tier 3 interventions - Academic & SEL

Aug 31, 2020 to Jun 17, 2021 - MTSS Team

Define internal criteria to identify students that may need interventions (data points)

Aug 31, 2020 to Jun 17, 2021 - MTSS Team

Clearly define the method, the frequency and how to measure progress of each intervention

Aug 31, 2020 to Jun 17, 2021 - MTSS Team

Regularly progress monitor student learning goals, at their instructional level, to determine whether an intervention plan should be adjusted, continued or concluded

Aug 31, 2020 to Jun 17, 2021 - Teachers and MTSS Team

Develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions

Aug 31, 2020 to Jun 17, 2021 - MTSS Team

Utilize the SAM at BOY, MOY and EOY to reflect on MTSS consistency and effectiveness of implementation

Aug 31, 2020 to Jun 17, 2021 - Teachers and MTSS Team

Strategy 2

Provide Professional Development on the Personalized Learning Framework, Talking Circles, Restorative Practices and Core Value implementation to build student voice, ownership and accountability.

Aug 31, 2020 to Jun 18, 2021 - Administration

Create a Student Council and continue Restorative Practice strategies

Aug 31, 2020 to Jun 18, 2021 - Administration, SEL Team

Create a quarterly student led newsletter

Sep 28, 2020 to Jun 17, 2022 - Students and teacher adviser

Engage in various school-wide community service learning opportunities to support scholar voice and choice.

Sep 28, 2020 to Jun 17, 2022 - Scholars, SEL Team and School Community Partner

Continue to use of the 5 Dimensions of a Powerful Classroom to support improving scholar engagement, scholar voice and scholar choice during teacher planning and instruction.

- Administration, Teachers, Scholars

Provide safe classrooms for teachers to practice personalized learning strategies and students to take safe learning risks.

- Administration, Teachers, students

Provide ongoing in class coaching and ongoing PD in the PL Framework.

- Administration, Teachers,

Provide goal setting conferences for students to provide a clear path to success

- Teachers, students

Develop an action plan to progress monitor conference completion, in class coaching sessions, restorative practice and student council meetings.

- Administration, teachers

Provide culturally relevant high quality, standards-aligned, differentiated for Tier 1,2 and 3 Academic & SEL

Aug 31, 2020 to Jun 17, 2022 - Teachers

Provide culturally relevant high quality, standards-aligned, differentiated for Tier 1,2 and 3 Academic & SEL

Aug 31, 2020 to Jun 17, 2022 - Teachers

Strategy 3

Ongoing professional development on fair grading practices, reteaching, differentiated instruction, student engagement, personalized learning, 5 dimensions

Aug 31, 2020 to Jun 18, 2021 - Administration

Purchase supplemental resources

Aug 31, 2020 to Jun 18, 2021 - Administration

Monitor uniform grading scale, grade categories and weights across grade levels and content areas

Sep 07, 2020 to Jun 17, 2022 - Administration/Teachers

Embed reteaching into lesson planning and adjust grades to reflect additional assessments after reteaching.

Sep 08, 2020 to Jun 17, 2022 - Teachers

Differentiate assessments and instruction based on multiple data points.

Sep 01, 2020 to Jun 17, 2022 - Teachers

Use a ten point grading scale to account for the increased rigor in instruction.

Aug 31, 2020 to Jun 17, 2022 - Administration

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

- Teachers/students

Learning plans are derived from ongoing formative assessments, reteaching when appropriate and differentiated for each Instructional Tier.

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Strategy 4

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

Aug 31, 2020 to Jun 18, 2021 - Teachers

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

Aug 31, 2020 to Jun 18, 2021 - Administration, Coaches, ILT, Teachers

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

Sep 08, 2020 to Jun 17, 2022 - Administration and Teachers

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

Aug 31, 2020 to Jun 17, 2022 - Teachers

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

Aug 31, 2020 to Jun 17, 2022 - Administration and Teachers

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

Aug 31, 2020 to Jun 17, 2022 - Administration, Teachers and Students

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

Aug 31, 2020 to Jun 17, 2022 - Administration ILT Math Team Reading Consultants Network Support

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

Aug 31, 2020 to Jun 17, 2022 - ILT Teacher Team, Scholars,

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

Aug 31, 2020 to Jun 17, 2022 - Teachers

Embed rigorous tasks into weekly lesson plans.

Aug 31, 2020 to Jun 17, 2022 - Administration, Teachers, Consultants

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

Aug 31, 2020 to Jun 17, 2022 - Administration, Teachers, Consultants

Develop a quarterly Family Remote Learning night for grade level clusters of PK-K, 1-2, 3-4, 5-6, 7-8 for parents and guardians

Aug 31, 2020 to Jun 17, 2022 - Administration Teachers Parents

Develop a Google Night every semester for parents and guardians for grade level clusters of PK-K, 1-2, 3-4, 5-6, 7-8

Aug 31, 2020 to Jun 17, 2022 - Administration Teachers Parents

Extend classroom learning experiences to remote learning experiences with continuity.

Aug 31, 2020 to Jun 17, 2022 - Administration Teachers Students

Teachers will plan rigorous online and offline learning opportunities that reflect academic expectations. Create a first 20 days expectation plan to address norms for remote learning.

Aug 31, 2020 to Jun 17, 2022 - Administration Teachers Students

Create a "First 20 days of Remote Learning" by content area

Aug 31, 2020 to Jun 17, 2022 - Administration

Professional Development for best practices for explicitly teaching vocabulary strategies.

Aug 31, 2020 to Jun 17, 2022 - Administration and teachers

Provide opportunities for students to enhance their agency, authority and identity in vocabulary instruction.

Aug 31, 2020 to Jun 17, 2022 - Teachers and students

Implementation of lesson plans that integrate various digital programs that extend learning.

Aug 31, 2020 to Jun 17, 2022 - Teachers

Extend classroom learning to remote learning experiences with continuity. Teachers will plan rigorous online and offline learning opportunities that reflect academic expectations and support SEL for DL, EL and all learners.

Aug 31, 2020 to Jun 17, 2022 - Teachers

Strategy 5

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

Aug 31, 2020 to Jun 18, 2021 - Teachers

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

Jul 01, 2020 to Jun 18, 2021 - Administration ILT

Provide PD to staff on D.O.K., Cognitive Demand, Rigorous Tasks, Personalized Learning and UBD,

Jul 01, 2020 to Jun 17, 2022 - Administration ILT

Use backward design model to ensure scholars are prepared for assessments.

Aug 31, 2020 to Jun 17, 2022 - Administration Teachers

Grade level collaboration and vertical articulation, each grade level will create a scope and sequence with year-long curriculum maps aligned to the CCSS.

Aug 31, 2020 to Jun 17, 2022 - Administration Teachers ILT Grade Level Teams

Implementation of online components of our current curriculum.

Aug 31, 2020 to Jun 17, 2022 - Administration and Teachers

PD for online components of our curriculum.

Aug 31, 2020 to Jun 17, 2022 - Administration and Teachers

Purchase online programs for use with remote learning

Aug 31, 2020 to Jun 17, 2022 - Administration and Teachers

Provide math curriculum, including digital curriculum, to address all subgroups of the student population

Aug 31, 2020 to Jun 17, 2022 - Administration

Provide resources and equipment to support the curriculum.

Aug 31, 2020 to Jun 17, 2022 - Administration

Fund Compliance

ESSA Program

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 content and achievement standards.

(Blank)

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

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

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

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula

remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

An annual parent meeting will be held in September to review the CIWP and an annual parent meeting will be held in March to give parents and the community an opportunity to review and offer suggestions for improvement/revision of the CIWP.

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

An annual parent meeting will be held in September to inform parents of the school's participation in NCLB, Title I programs and to explain Title I requirements and their right to be involved in the Title I programs. quarterly parent meetings will be held to continue parent contact, involvement and school improvement. Flyers inviting parents and the community to these meetings will be sent to every home, posted on the website, posted at main entries throughout the school, posted on the parent calendar by the main office, posted in local stores and other community businesses. Community partners will also be invited to these meetings. Parent meetings will be held via Google Meets during remote learning.

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

Open forum monthly parent meetings aligned with PAC and BAC meetings will be held to give parents the opportunity to ask questions, make suggestions, and get answers regarding student strengths, weaknesses, and curriculum programs offered at McKay. Parents will be given the opportunity to record suggestions, concerns, and issues on forms that will be collected for further review by administration and teachers at grade level meetings. Workshops (academic and/or SEL focused) to support parent involvement in education best practices to improve scholar performance will also be provided at these monthly meetings.

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

Parent reports will be sent home with scholars when State Assessment scores are received at the school. Reports will be reviewed with parents at 1st and 3rd quarter parent conferences. When needed reports will be sent through USPS to parents.

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

Parents will be contacted in written form on school letterhead with the appropriate information. A meeting will also be scheduled to address parent concerns and reflections.

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

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

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

A teacher liaison and School Community Representative are assigned to the PAC and BAC as an immediate staff resource. Sessions/workshops on parenting tips and learning strategies will be included on the PAC monthly meeting agendas. Technology classes, computers, instructional supplies and materials are available to parents during school hours in the parent resource room.

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

Parent volunteers will be used throughout the school to promote the importance and significance of parent involvement in overall student achievement and school improvement. Each classroom teacher will be responsible for identifying at least one parent as a room parent. They will be recognized in December and June at the monthly PAC meetings and school assemblies. Monthly parent of the month pictures will also be posted by our PBIS Scholar of the month recognition board. We will also continue to have a Parent volunteer day two times per year in hopes to bring in more parents.

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

Parent programs and initiatives are extended to and implemented in our Head Start Program. Parents will continue to be encouraged and acknowledged for attending workshops provided by the Head Start Office.

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

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

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

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

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

Parent-teacher conferences may be scheduled by parents or teachers daily during teacher preparation periods. In general, parent-administrator, parent-teacher-administrator, parent-teacher-student-or parent-teacher-student-administrator conferences may be scheduled by parents, teachers or administrators daily from 8:00 am- 8:15 am and 3:15 pm - 3:30 pm. Conferences are scheduled based on need. Report card conferences will be held on a Wednesday in mid November and a Wednesday in April from 12:00-6:00 pm.

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

Report cards and progress reports will be distributed on the following weeks as follows: 5, 15, 25, 35 week progress reports and 10, 20, 30 and 40 week report cards will be distributed.

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

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

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

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

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

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

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

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

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

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

Parent Budget (Complete)

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

Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home, at school and through remote learning.

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.	\$1073.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$866.00
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)	\$2400.00
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.	\$500.00
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 be used only by parents.	\$0.00