

John T McCutcheon Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Mary Theodosopoulos	Principal	matheodosopo@cps.edu	Has access
Hadeil Abdelfattah	Assistant Principal	hmabdelfattah@cps.edu	Has access
Megan Villalobos	3rd Grade Teacher	mmshea@cps.edu	No Access
Megan Kelly	4th Grade Teacher (LSC Member)	mekelly5@cps.edu	No Access
Vicki Kritikos	SPED Teacher (LSC Member)	vbakis1@cps.edu	No Access
Christine Gries	SPED Teacher	cmgries@cps.edu	No Access
Stacey Hudak	2nd Grade Teacher	smhudak@cps.edu	No Access
Angela Richardson	Middle School Teacher	amrichardson4@cps.edu	No Access
Sandra Aragon	EL Teacher	slaragon@cps.edu	No Access
Tiina Villareal	Kdg Teacher	tkvillareal@cps.edu	No Access
Allison Kates	Case Manager	AKates@cps.edu	No Access
Katherine Malcolm	Counselor	kamalcolm@cps.edu	No Access

Team Meetings

Date	Participants	Topic
02/06/2020	Teachers, Admin	Unpacking CIWP 2020

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

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 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

- 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 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
 - **Evidence:** Reviewed.
- 3 - Instruction
 - 3 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
 - 2 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
 - 2 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:** Reviewed.
- 2 - 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
 - 2 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
 - 2 Utilize assessments that measure the development of academic language for English learners
 - 2 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:** Reviewed.
- 2 - MTSS

- 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2nd 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)
- 3 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)
- 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)
- 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)
- 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)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 2 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)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 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)
- 3 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)

- 1 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)
- 3 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)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 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)
- 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)
- 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)
- 4 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:** Reviewed
- 2 - Transitions, College & Career Access, & Persistence
 - 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 2 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:** Reviewed.

Quality and Character of School Life

- 3 - Relational Trust
 - 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Reviewed.
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 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)

- 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** Reviewed.
 - 4 - Physical and Emotional Safety
 - 3 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)
 - 4 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:** Reviewed.
 - 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)
 - 2 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Reviewed.
 - 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
 - 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)
 - 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:** Reviewed.
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School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
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: Curriculum	4
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Relational Trust	0
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	3
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

Goals

Areas of critical need and root cause analysis

Area of Critical Need 1	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)
Root Cause 1	Lack of resources/interventions across all grade levels and content areas.
Area of Critical Need 2	Use questioning and discussion as techniques to deepen student understanding
Root Cause 2	Domain 3B is an identified area of growth for the majority of teachers moving from proficient to distinguished. 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)

Area of Critical Need 3	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)
Root Cause 3	Students have experienced severe and repeated traumatic events and lack the coping skills provided during small group or one to one interventions.
Area of Critical Need 4	Provide comprehensive curriculum resources that are cohesive across all grade levels.
Root Cause 4	Lack of comprehensive Math and Science (STEAM) programming that is cohesive across all grade levels and aligns with common core and NGSS standards.

[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.

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 Growth Percentile - Reading (Grades 3-8) 38% of students at McCutcheon currently have IEPs	Students with IEPs		8.00	10.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Our math growth percentage is lower than ELA	Overall		65.00	70.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Currently reflecting the lowest performing SQRP category	EL		40.00	45.00
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Parent Engagement and Community Involvement					

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...	If we systematically collect and analyze academic and behavioral data to identify students in Tier 2 and Tier 3 supports
Then we see...	Then we see...teachers using intensive research-based interventions with targeted students
which leads to...	Which leads to...a 5% increase in student growth, on-track rate and a decrease in misconduct reports
Budget Description	Investments required in order to successfully implement the identified action steps supporting this CIWP priority include PD provided staff, admin and if possible outside resources. Purchasing MTSS online supports such as RazKids, IXL, Study Island and READ 180 to specifically support DL students. An instructional support teacher with the support of the School Psychologist will assist teachers in selecting research based MTSS tools, as well having a .5 position in Middle School to support the content area of mathematics as identified in the CIWP priorities.
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation
Action steps	<ul style="list-style-type: none"> (Not started) Collaborate with teachers to plan engaging lessons for Tier 2 and Tier 3 students; check-in every five weeks Tags: <ul style="list-style-type: none"> (Not started) Analyze student data for future teaching and interventions

	<p>Tags:</p> <ul style="list-style-type: none"> (Not started) Implement READ 180 program for diverse learners <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Develop/Cultivate a Bank of research based interventions (especially for intermediate/MS) (completed during summer sessions and revisited during principal lead PD) <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Continue OLCE EL after school program <p>Tags:OLCE</p> <ul style="list-style-type: none"> (Not started) Integration of EL appropriate strategies using OLCE guidelines. <p>Tags:OLCE</p> <ul style="list-style-type: none"> (Not started) Use data to identify and refer students for Tier 3 support. Use academic data to move students between Tiers as needed. <p>Tags:</p> <ul style="list-style-type: none"> (Not started) Pull-out interventions to support Tier III students in grades K-5 <p>Tags:</p>
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Strategy 2

If we do...	If we do?If we implement cohesive math and science curriculum across K-8 with guidance provided throughout the school year
Then we see...	Then we see?students engaged in all DOK levels of instruction in math and science
which leads to...	Which leads to?a composite increase of 10% (including gen ed, DL, and EL populations) in Math EOY scores and ISA results in grades 5 & 8.
Budget Description	A current request for RFP is in place for STEAM for the upcoming 2020-2021 school year. The intent of the STEAM designation is to increase student awareness of opportunities in these career areas. Instructional support would come from a designated STEAM coach to roll out the program and ensure teachers have the capacity and support to embed STEAM in a cross-curricular manner. Additional steps in place for the upcoming school year should McCutcheon not be selected is to continue with the review of math content area materials in an effort to purchase a curriculum to support the needs of the student population being served and expected to come with 18% STLS growing to 23-25% as the nearby shelter completes it renovations and supporting the 34+ languages spoken at McCutcheon.

	Required supports would include professionally provided PD, attending network summits requiring subs for teacher release, cross-classroom visits for best practices, and curriculum coach/trainer provided through purchased vendor.
Tags	Science: Curriculum, Math: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Continue with instructional rounds; on going with a focus to support science and math implementation Tags: • (Not started) High quality professional development in the identified areas of science and math Tags: • (Not started) Ongoing professional develop and support for new math curriculum Tags: • (Not started) Determine/Draft/Revise most efficient instructional practices to be implemented Tags: • (Not started) Implementation of best practices including collaborative conversation protocols and analysis of student work to determine effectiveness Tags: Science: Student Discourse, Math: Student Discourse • (Not started) Science PD; Network Summits Tags: Science: Curriculum • (Not started) FUSE training Tags:

Strategy 3

If we do...	If we do...If we implement policies and procedures that emphasize proactive, instructive, and restorative approaches
Then we see...	then we see...more positive student behaviors such as peers holding one another accountable in social and academic settings and more positive talk
which leads to...	which leads to...a stronger school and classroom climate which is evidenced by a 10% decrease in level 3+ SCC classroom misconducts and 10% reduction in suspensions while building relational trust.

<p>Budget Description</p>	<p>McCutcheon serves a high needs population of students impacted by domestic and physical abuse, STLS status, as well as other traumatic life events. Due to this great demand including one of the highest mobility rate in CPS of approximately 35% the 1.5 social work position and school psychologist along side the school counselor, and school case manager fill extremely critical roles in running programming throughout both buildings at McCutcheon. Programs would not be executed and run properly should time of the current clinicians be reduced for the 20-22 SYs and would therefore negatively impact our current application for becoming an exemplary school as would be reflect in the Supportive Schools Certification.</p>
<p>Tags</p>	<p>OSEL: Supportive and Equitable Discipline Practices</p>
<p>Action steps</p>	<ul style="list-style-type: none"> • (Not started) Continue with PBIS/Champs (Model Mustangs, incentive field trips on time tickets, McCutcheon Student Pledge). Tags: OSEL: Supportive School Environment • (Not started) Continue with Sanford Harmony/Success Bound-30 minutes of SEL in the classroom by every teacher once a week. Tags: OSEL: SEL Instruction • (Not started) Continue with SEL Professional Developments quarterly (Trauma informed schools, Supporting Transgender and Gender Expansive Students, No Secrets) Tags: • (Not started) McCutcheon has been selected as a Trauma Responsive School in their pilot program for 2021-2022. Some components will be implemented in 2020-2021 but due to Covid19 and not completing all required training the pilot will be delayed a year. Tags: • (Not started) Continue bi-weekly meeting of Behavioral Health Team to review referred students and appropriate interventions. Tags: • (Not started) Continue to offer evidence based interventions (Check In/Check Out, Anger Coping, SPARCS, Kindness Curriculum, Bounce Back) Tags:

Strategy 4

If we do...	If we do...If we align Math and ELA units of instruction to grade level appropriate CCSS, develop a yearlong scope and sequence for teachers, use formative data to evaluate progress towards mastery, and provide intervention and enrichments as necessary
Then we see...	then we see...teachers implementing vertically aligned CCSS lessons and students engaged and supported in differentiated tasks within small group instruction that are appropriately challenging.
which leads to...	which leads to...an increase in student attainment and growth targets, for DL, EL, and overall general education population as reflected in the Vision Metrics*
Budget Description	Connecting our MTSS and Curriculum priorities are necessary as one does impact the other. Required supports would include professionally provided PD, attending network summits requiring subs for teacher release, cross-classroom visits for best practices, EL pds provided through CPS and authorized CPS vendors to support EL student population, and summer planning periods to support the scope and sequence for each upcoming school year.
Tags	Curriculum, ODLSS: Instructional Quality, OLCE
Action steps	<ul style="list-style-type: none"> • (Not started) Using the content area related materials teachers will continue guided reading and math instruction differentiated by data profiles Tags: • (Not started) Use data to regularly revisit student groupings Tags: • (Not started) Train teachers and implement new Math Series Tags: • (Not started) Align scope and sequence across grades K-5 to create an opportunity to increase cohesive instruction Tags: • (Not started) Continue to collaborate and work on improving teaching strategies in Math and ELA committees that meet bi-monthly Tags: • (Not started) Integrating ?CAN DO STATEMENTS,? in lesson plans Tags:OLCE

Action Plan

Strategy 1

Collaborate with teachers to plan engaging lessons for Tier 2 and Tier 3 students; check-in every five weeks

Aug 28, 2020 to May 28, 2021 - Math Team Literacy Team Grade Level Teams

Analyze student data for future teaching and interventions

Aug 28, 2020 to May 28, 2021 - ILT and GLT

Implement READ 180 program for diverse learners

Aug 28, 2020 to Jun 03, 2022 - SPED TEAM

Develop/Cultivate a Bank of research based interventions (especially for intermediate/MS) (completed during summer sessions and revisited during principal lead PD)

Jun 30, 2020 to Jun 17, 2022 - Math and Literacy Teams DL team; Clinicians; Case Manager; ISL

Continue OLCE EL after school program

Oct 05, 2020 to Apr 01, 2022 - EL Team

Integration of EL appropriate strategies using OLCE guidelines.

Aug 25, 2020 to Jun 03, 2022 - All teachers, SECAs, and Admin; Network OLCE Coach

Use data to identify and refer students for Tier 3 support. Use academic data to move students between Tiers as needed.

Sep 20, 2020 to Jun 18, 2021 - Teachers and AP

Pull-out interventions to support Tier III students in grades K-5

Sep 08, 2020 to Jun 17, 2022 - Interventionist

Strategy 2

Continue with instructional rounds; on going with a focus to support science and math implementation

Oct 04, 2019 to Jun 03, 2022 - ILT, GLT

High quality professional development in the identified areas of science and math

Jul 01, 2020 to Jun 17, 2022 - ISL; Instructional Coach (if STEAM approved); MS science teacher; ILT

Ongoing professional develop and support for new math curriculum

Jul 01, 2021 to Jun 30, 2022 - Math Leads;Curriculum Rep

Determine/Draft/Revise most efficient instructional practices to be implemented

Aug 01, 2020 to Aug 31, 2020 - GLT ILT Admin

Implementation of best practices including collaborative conversation protocols and analysis of student work to determine effectiveness

Aug 14, 2020 to Jun 03, 2022 - Math Team Literacy Team ILT GLT

Science PD; Network Summits

Aug 24, 2020 to Jun 17, 2022 - ISL (Network Support) Lead Science Teachers

FUSE training

Aug 24, 2020 to Jun 30, 2022 - MS Science Teacher

Strategy 3

Continue with PBIS/Champs (Model Mustangs, incentive field trips on time tickets, McCutcheon Student Pledge).

Sep 25, 2020 to Jun 17, 2022 - All Staff; MTSS Team

Continue with Sanford Harmony/Success Bound-30 minutes of SEL in the classroom by every teacher once a week.

Aug 24, 2020 to Jun 17, 2022 - All teachers, Pre-K-8

Continue with SEL Professional Developments quarterly (Trauma informed schools, Supporting Transgender and Gender Expansive Students, No Secrets)

Jul 01, 2020 to Jun 03, 2022 - BHT include 1.5 Social Worker, School Psychologist, School Counselor, GLT, SECAs

McCutcheon has been selected as a Trauma Responsive School in their pilot program for 2021-2022. Some components will be implemented in 2020-2021 but due to Covid19 and not completing all required training the pilot will be delayed a year.

Mar 06, 2020 to Jun 30, 2021 - Trauma Responsive Schools Team

Continue bi-weekly meeting of Behavioral Health Team to review referred students and appropriate interventions.

Aug 28, 2020 to Jun 30, 2022 - BHT

Continue to offer evidence based interventions (Check In/Check Out, Anger Coping, SPARCS, Kindness Curriculum, Bounce Back)

Aug 28, 2020 to Jun 30, 2022 - Admin; BHT; Case Manager from Asian American Human Services

Strategy 4

Using the content area related materials teachers will continue guided reading and math instruction differentiated by data profiles

Sep 04, 2020 to Jun 25, 2021 - All teachers

Use data to regularly revisit student groupings

Sep 04, 2020 to Jun 25, 2021 - GLT

Train teachers and implement new Math Series

Jul 01, 2021 to Aug 27, 2021 - Content Area Teams/Outside PD

Align scope and sequence across grades K-5 to create an opportunity to increase cohesive instruction

Aug 07, 2020 to Jun 30, 2022 - Math Team; SPED Team

Continue to collaborate and work on improving teaching strategies in Math and ELA committees that meet bi-monthly

Aug 03, 2020 to Jun 30, 2022 - Content Area Teacher Leader/Committee

Integrating ?CAN DO STATEMENTS,? in lesson plans

Aug 24, 2020 to Jun 30, 2022 - All Teachers; OLCE N2 Coach

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 content and achievement standards.

Staff participates in data deep dives throughout the year via ILT, GLT and other applicable Professional Development. Grade level teams meet monthly, and ILT meets twice monthly. Data is reviewed as it pertains to school wide goals and teacher-student goals. McCutcheon also hosts Open House, State of the School, and PAC meetings for all stakeholders to discuss school progress related to student achievement and other metrics.

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

Our focus is to continue small group instruction in both reading and math to continue to differentiate instruction so that students can achieve on-track status and their NWEA goals. MTSS interventions will target students at various learning levels to continue to provide opportunities for all students to increase attainment on NWEA or meet/exceed growth goals.

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.

Guided reading and math, small group, differentiated instruction (based on a combination of assessment data).

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).

Strategies at McCutcheon include: MTSS supports during the regular school day. After school enrichment supports through our CSI programming, targeting specific students who would benefit from extra support. OLCE ELL after school programming. Counseling and mentoring opportunities through various community organizations.

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

Maintaining community relationships with various community agencies/schools such as Loyola University. Providing relevant professional development to teachers multiple times a year, administrative support, and new teacher mentors.

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.

Teachers attend city-wide professional development, including Network Summits. Administration and staff both lead professional development. Administration also engages and plans summer planning of professional development for the entire year and integrate it as related to the CIWP throughout reading/math teams, ILT and GLT.

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

PAC and BAC meetings, along with parent programming through the CSI grant. Direct interaction and communication with teachers and admin via phone, robocalls, and emails. Various events throughout the year including Open House, STEAM night, CSI program showcase, etc.

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.

PreK teacher and K teacher meetings.
"Meet your Kindergarten Teacher" event for families.

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.

Teacher vote on assessment plan for the school year. Assessments are an ongoing conversation throughout the year in GLT and ILT meetings when analyzing and applying data.

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.

During GLT we discuss students who are "on track" every 5 weeks. Teachers then have "Know your numbers" discussions with their students. Students engage in goal setting. On-Track is celebrated quarterly and students are recognized in an assembly. Students not on track or making progress are identified for MTSS interventions. Students are progress monitored weekly by teachers. Interventions are monitored and discussed again at GLT on a 5 week rotation.

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.

Our case manager, counselor and resources coordinator ensure that students and families are invited to participate activities that support social-emotional health, college planning, and various other topics. The PAC and BAC committees as well as resource coordinator support parents through providing programming that enhances their skills to support their children and promote academic growth.

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 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.

At PAC/BAC meeting we present this information and go through it thoroughly. All parents are invited to the meeting and any follow-up information will be provided as needed. In addition, parents are regularly asked at PAC/BAC meetings, and other school-wide events for feedback and input.

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

Invites will be sent to all families. Flyers will be distributed, the meeting will be posted on the website, robocalls and emails will be created. Information will also be provided during School Open House and online. Our estimated date for the PAC Annual Meeting is on September 18th at 9:00am, along with the Organizational Meeting.

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.

At each PAC meeting, an administrator will available to field any concerns, issues, etc. that may arise. In addition, parents are always invited to LSC meetings to discuss concerns. Parents are always welcome to set up a meeting with the principal as needed, pop-in when Principal is available, and are welcome to share input online or during parent survey's at report card pick up.

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.

When standardized testing resumes, families will receive a copy of exam results when they are provided to the school. These will be sent home with individual students. The exam results will also be explained at PAC meeting once available. This will evolve as our new standards are discussed after the Pandemic.

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.

All staff at McCutcheon is Highly Qualified at this time.

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.

Through monthly PAC meetings, the principal creates and delivers a comprehensive presentation to describe these items. In addition, parents can set up meetings with the school's administrative team to discuss individual student progress. During curriculum nights, open house, etc, parents will learn about the standards and assessments. Families will also hear from a school's ELA and math teacher regarding the CCSS and ways they can support their child at home during various platforms.

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

Parents are able to select a time to use school computers to check grades, obtain employment, complete a volunteer application or any need related to housing. We have many partnerships with agencies such as Asian Human Resources, the United African Organization, Apna Ghar, Alternatives, etc, who can provide training to families. We have also have facilitated trainings through our PAC meetings and curriculum nights and will continue to do so. Additionally, we support parents signing up for parent portal and send school-wide information through ASPEN emails, so they can have access to their student's grades.

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.

Through our open houses, use of parent portal, class dojo, curriculum nights, REMIND app, emails, entrance/exit protocols at the school our families have direct access to teachers on a regular basis. We also have an open door policy during non-teaching times, and can set up family meetings as requested. With our monthly newsletter and up to date website we also communicate about school-wide happenings.

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.

Teachers in the school offer a variety of opportunities for parents to volunteer in the school. We encourage parents to support on field trips, and in creative ways that are deemed appropriate.

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

All school communication to parents is sent out in both English and Spanish and on occasion, Vietnamese and Arabic. We have solicited translation assistance from the United African Organization and the Language Line. PAC meetings are also staffed with a Spanish translator. We have multiple staff members that currently speak multiple languages (Bosnian, Spanish, Arabic, Urdu, Vietnamese, Mandarin, Greek, Africaans, Serbian).

Policy Implementation Activities

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

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

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

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

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.)

John T. McCutcheon Elementary School educates the whole child through an inquiry based educational experience. McCutcheon Elementary is committed to maintaining an inclusive and collaborative educational environment, which supports all learners. We value a caring environment through strong school community relationships. We partner with our students, parents, and community to make decisions that are in the best interests of our children. We dedicate

ourselves to meeting the individual needs of every student in order to be empowered critical thinkers who will be college and career ready.

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.

Our annual meeting for all our parents is held in September, during our Open House. Monthly meetings with the PAC, BAC and LSC will continue to be held where all parents are invited to participate. Historically, all meeting dates are posted online and on the marquee and will continue in this manner. Flyers are also sent home in student backpacks. We also offer curriculum nights during the year where parents can discuss academic progress with teachers, in addition to the twice yearly CPS scheduled Report Card Pick-Up dates.

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

Parents have all been invited to Parent Portal through ASPEN to view and monitor student progress. Parents are also given 5 and 10 week progress reports for their student. All dates are communicated through the website, flyers, robocalls and the school marquee.

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

Through our open houses, use of parent portal, class dojo, curriculum nights, entrance/exit protocols at the school our families have direct access to teachers on a regular basis. We also have an open door policy and will set up family meetings as requested. With our monthly newsletter and up to date website we also communicate about school-wide happenings.

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

Parents may volunteer if they have successfully completed the CPS volunteer process guidelines. Each teacher with the collaboration of the administrative team will determine what is appropriate in terms of volunteering during non-instructional times, such as recess, etc.

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

McCutcheon parents sign up for the Parent Portal allowing them remote access and notification via internet to find out about their child's grades and to provide extra help at home. Parents are called daily when their student is absent and also receive 5 and 10 day attendance letters. Parents are welcomed to participate in PAC meetings and curriculum nights where strategies for families to use when helping their student with homework are provided.

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

PAC and BAC have regularly scheduled monthly meetings to discuss and inform parents of important initiatives within our school. We discuss the CCSS, regular and alternative assessments and the

requirements of Title 1. We provide training for the parent portal and discuss ways to help parents monitor their child's progress.

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).

We will continue to provide parent workshops, as needed, for computer literacy, continue to train parents to use the Parent Portal to access their grades and attendance data. When able, we will host parent ELL classes and hope to implement GED classes through our community partner so that our parents may best support their children.

Parent Budget (Complete)

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

The PAC will implement a book study as related to supporting students at home with homework and specific educational strategies. Consultants/trainers will be invited to conduct trainings for parents as it relates to homework help, internet safety, and any relevant topics to ensure parents are able to support and increase their students' academic achievement.

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.	\$525.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$508.00

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)	\$1000.00
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 be used only by parents.	\$0.00