

Cyrus H McCormick Elementary School

2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/23/2020	Administrative Team	SEF
05/11/2020	Team Members	Action Steps

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

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 2 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

- 4 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Staff is engaged in data talks every five weeks, where data is analysed and teachers are provided opportunities to be reflective and collaborative across the grade. Teachers meet and collaborate to develop intervention groups with low and high performing students. There is an MTSS team that is comprised of city wide clinicians that meets on a weekly basis to review student data, work samples, interventions and student academic profile. Budget is aligned to the CIWP; each year there is a PL focus. Teachers attend Professional development geared towards individual/professional goal in addition to CIWP goals. LSC supports and approves initiatives that focuses on restorative practices and SEL. We are an SEL exemplary school. Student work is displayed across the building.

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
 - 4 Curriculum is aligned to expectations of the standards
 - 2 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:**
- 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
 - 3 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
 - 4 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
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students

- 4 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
- 4 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
- 4 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
- 3 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:**
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
 - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 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)
 - 4 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)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
 - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 4 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)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 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)
- 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)
- 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)
- 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)
- 3 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)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 2 - 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
 - 1 READINESS ? Ensure equitable access to college preparatory curriculum
 - 1 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:** McCormick school is a Pre K to 5th grade building. With that being said we don't have post secondary plans and or any high school transition opportunities

Quality and Character of School Life

- 4 - 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)
 - 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
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 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:**
- 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)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **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)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 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: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
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	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	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: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0

Score	Framework dimension and category	Area of focus
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	Grades and Assessments
Root Cause 1	Lack of continuity across the grade levels and schools
Area of Critical Need 1	Curriculum
Root Cause 2	lack of common understanding of writing standards and scope and sequence
Area of Critical Need 3	Instruction
Root Cause 3	Continue to focus on pacing, consistency and gradual release in reading and math

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
Vision: NWEA Growth G3-8 (Math) When all students are growing the attainment will continue to grow.	Overall		60.00	100.00
	EL			
	Overall		75.00	100.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading) When all students are growing the attainment will continue to grow.	Male			
SQRP: % of Students Making Sufficient Annual Progress on ACCESS It is our largest subgroup that needs to reach a higher proficiency.	EL		50.00	75.00
	Overall			
(Blank)				
(Blank)				

Required metrics (Elementary) (100% 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	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...	If we implement a schoolwide approach to grading and assessment
Then we see...	Then we will see changes in grading and assessment practices across grades and content areas consistent with standards based expectations for student learning

which leads to...	which leads to improved academic achievement.
Budget Description	Professional Development from outside provider (s); budgetary funds to pay teachers to work before and after school, and during the summer.
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) Use universally designed pathways to create assessments that allow students multiple opportunities to demonstrate understanding of the standard. Develop Rubrics for each standard including accommodations and modifications for DLs and ELs. Tags:Assessment: Balanced Assessment and Grading • (Not started) Evaluate and Reassess literacy units to improve the quality of learning tasks, assessments and rubrics, so that they meet the expectations of the standards and embed various levels of complexity. Tags:Assessment: Balanced Assessment and Grading • (Not started) Research and define category weights for upcoming school years, including a no-zero policy. Tags:Assessment: Balanced Assessment and Grading • (Not started) Design consistent and fair assessment protocols for formative and summative learning tasks. Ensure teachers within and across grade levels have a similar balance in their rigorous expectations of the standards based activities assigned. Tags:Assessment: Balanced Assessment and Grading • (Not started) Differentiate the standards embedded within the learning tasks to provide opportunities for diverse learners to interact with and to demonstrate core knowledge and skills. Tags:Instruction • (Not started) Integrate opportunities for Second Language Learners to develop academic language to demonstrate mastery. Ie. can do descriptors. Tags: • (Not started) Analyze current grading practices. Then, define and implement a consistent retake policy within and across grade levels, school wide. Tags:Curriculum

Strategy 2

If we do...	If we adopt a well-designed K-5 cohesive, scaffolded writing model
Then we see...	then we will see clear expectations for the writing model
which leads to...	which leads to instructional practices that promote writing for authentic purposes
Budget Description	Writing in content area and across schools requires Professional Development and a year-long dive into how to fully embedded writing in our recently adjusted standards-based literacy units.
Tags	CIDL: Curriculum
Action steps	<ul style="list-style-type: none"> • (Not started) Research, evaluate, choose, and then provide professional development for a writing curriculum that not only addresses the CCSS with integrity, but that also has content area writing resources, which includes differentiation for diverse learners and second language learners. Tags:Curriculum • (Not started) In collaboration, Grade Level Teams, MCLs, the ELPT and the case manager will plan and facilitate writing instruction that includes differentiated opportunities for all students to meet the standards. Tags:Literacy: Key Practice #3-Frequent Process-based Writing • (Not started) Create a school-wide Word Study scope and sequence, using Jolly Phonics and Words Their Way. Facilitate daily instruction to enhance student understanding of word parts, meaning, usage and conventions, which will lead to improved reading fluency and comprehension. Research, evaluate and then choose a primary, native language phonics program. Tags:Literacy: Key Practice #3-Frequent Process-based Writing • (Not started) Create a school-wide Writing scope and sequence, using the selected writing program, Embed writing instruction into the literacy units. Tags:Curriculum • (Not started) In consideration of the selected writing program, provide all teachers and students, spanning all grade levels, with access to necessary instructional materials for success, including materials for diverse learners and English Language Learners. Tags:Curriculum

Strategy 3

If we do...	If we provide ongoing, high quality, relevant, professional learning based on identified student and teacher needs,
Then we see...	then we will see a shared vision and purpose for our work leading to more effective practices
which leads to...	which leads to a focus on instructional improvement and higher levels of student learning.
Budget Description	Professional Development and Book Clubs
Tags	Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) With a lens on focused instruction and rigorous tasks, use a book study to enhance our use of the Gradual Release of Responsibility, in all content areas, so that students can independently master the standards, as measured by formative and summative assessments and their rubrics. Tags:Instruction • (Not started) (delete). Encourage student's responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers for their teachers and peers using Blooms? Taxonomy and Levels of Questioning.DOK (Keep). Teachers will use the DOK as they scaffold students towards mastery of the standards by using Levels of Questioning and Blooms' Taxonomy. By using that, teachers will ensure that students will have academic conversations with each other, with Teach students how to have academic conversations with each other, with equity of voice, so that students build knowledge by applying what they already know to their discourse interactions with their peers. (Keep - Part 2, or separate action point). Tags:Instruction • (Not started) Using the current Eureka Math program, provide professional development for all teachers in (but not limited to) major works for the grade bands, pacing and structure, and problem-solving strategies. All teachers will learn how to differentiate for general students, diverse learners and second language learners. Tags:Math: Curriculum • (Not started) Create a system and establish an observation protocol for peer classroom visits. MCL's and ELPT to facilitate and guide the implementation of the system protocols and visits. Debrief sessions will occur after each visit as modeled by MCL's and ELPT. Tags:

- | | |
|--|--|
| | <ul style="list-style-type: none">• (Not started) Continue to explore and add to current progress monitoring and intervention tools. Provide educators with training in Wilson Reading, Lexia, and other researched-based programs that support the needs of students. |
|--|--|

Tags:MTSS: Curriculum & Instruction

Action Plan

Strategy 1

Use universally designed pathways to create assessments that allow students multiple opportunities to demonstrate understanding of the standard. Develop Rubrics for each standard including accommodations and modifications for DLs and ELs.

Aug 03, 2020 to Jun 17, 2022 - All teachers

Evaluate and Reassess literacy units to improve the quality of learning tasks, assessments and rubrics, so that they meet the expectations of the standards and embed various levels of complexity.

Aug 03, 2020 to Jun 17, 2022 - All Teachers

Research and define category weights for upcoming school years, including a no-zero policy.

Aug 03, 2020 to Jun 17, 2022 - All teachers

Design consistent and fair assessment protocols for formative and summative learning tasks. Ensure teachers within and across grade levels have a similar balance in their rigorous expectations of the standards based activities assigned.

Aug 03, 2020 to Jun 17, 2022 - All Teachers

Differentiate the standards embedded within the learning tasks to provide opportunities for diverse learners to interact with and to demonstrate core knowledge and skills.

Jun 27, 2020 to Jun 25, 2022 - DL Teachers, Case Manager, Admin & Staff

Integrate opportunities for Second Language Learners to develop academic language to demonstrate mastery. I.e. can do descriptors.

Jun 27, 2020 to Jun 25, 2022 - staff

Analyze current grading practices. Then, define and implement a consistent retake policy within and across grade levels, school wide.

Jun 27, 2020 to Jun 25, 2022 - staff

Strategy 2

Research, evaluate, choose, and then provide professional development for a writing curriculum that not only addresses the CCSS with integrity, but that also has content area writing resources, which includes differentiation for diverse learners and second language learners.

Jun 21, 2021 to Jun 17, 2022 - Admin, Leadership and writing team, staff

In collaboration, Grade Level Teams, MCLs, the ELPT and the case manager will plan and facilitate writing instruction that includes differentiated opportunities for all students to meet the standards.

Jun 26, 2021 to Jun 25, 2022 - Admin, Leadership and Grade Levels

Create a school-wide Word Study scope and sequence, using Jolly Phonics and Words Their Way. Facilitate daily instruction to enhance student understanding of word parts, meaning, usage and conventions, which will lead to improved reading fluency and comprehension. Research, evaluate and then choose a primary, native language phonics program.

Jun 26, 2021 to Jun 24, 2023 - Admin, Leadership and Grade Levels and support staff

Create a school-wide Writing scope and sequence, using the selected writing program, Embed writing instruction into the literacy units.

Jun 26, 2021 to Jun 25, 2022 - Admin, Leadership and Grade Levels

In consideration of the selected writing program, provide all teachers and students, spanning all grade levels, with access to necessary instructional materials for success, including materials for diverse learners and English Language Learners.

Jun 26, 2021 to Jun 25, 2022 - Staff, Admin and Leadership

Strategy 3

With a lens on focused instruction and rigorous tasks, use a book study to enhance our use of the Gradual Release of Responsibility, in all content areas, so that students can independently master the standards, as measured by formative and summative assessments and their rubrics.

Oct 01, 2020 to Apr 10, 2021 - Teachers/Grade Level Teams

(delete). Encourage student's responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers for their teachers and peers using Blooms' Taxonomy and Levels of Questioning.DOK (Keep). Teachers will use the DOK as they scaffold students towards mastery of the standards by using Levels of Questioning and Blooms' Taxonomy. By using that, teachers will ensure that students will have academic conversations with each other, with Teach students how to have academic conversations with each other, with equity of voice, so that students build knowledge by applying what they already know to their discourse interactions with their peers. (Keep - Part 2, or separate action point).

Aug 08, 2020 to Jul 17, 2021 - Teachers/Grade Level Teams

Using the current Eureka Math program, provide professional development for all teachers in (but not limited to) major works for the grade bands, pacing and structure, and problem-solving strategies. All teachers will learn how to differentiate for general students, diverse learners and second language learners.

Jul 27, 2020 to Jun 17, 2022 - Leadership, MCL's and Teachers

Create a system and establish an observation protocol for peer classroom visits. MCL's and ELPT to facilitate and guide the implementation of the system protocols and visits. Debrief sessions will occur after each visit as modeled by MCL's and ELPT.

Aug 08, 2020 to Jun 25, 2022 - Teachers/Grade Level Teams

Continue to explore and add to current progress monitoring and intervention tools. Provide educators with training in Wilson Reading, Lexia, and other researched-based programs that support the needs of students.

Jul 03, 2020 to Jun 11, 2022 - Diverse Learner Teachers, MCL's, Admin and Gen Ed Teachers

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.

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

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

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

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.

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

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).

Teachers will work with the interventionist to develop specific learning plans for all students to meet their targeted goals.

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

As a part of opportunity schools and empowers School we have the first opportunity to high-quality candidates before the rest of the district.

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.

The community school grant allows for all stakeholders to participate in quality school PD.

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

Parent nights are conducted in partnerships with community schools to facilitate various family nights.

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.

The PRe-K Parents are invited to all other program parent meetings, school activities, and workshops. They are not excluded from any meeting or school event that is appropriate for all parents. Our Pre K Parents are valued as much as all of the parents in our

school. Transition meetings for students and parents are held at the end of the school year between the Pre K and Kindergarten Teachers.

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.

5-week data meetings are conducted on a regular basis to ensure quality movement of student achievement.

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.

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

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.

This continues to be a work in progress with our community schools grant and liason.

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.

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

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

The Annual meeting will occur in September 2020. The date for the Title I Organizational Meeting will be in October 2020. At these meetings parents will discuss meeting schedules convenient to them and other parents to establish a calendar for the school year. Parents will be informed on the Policy for involvement, Parent input on workshops and topics of interest will be sought at these meetings and all monthly meetings as well as the Principal.

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

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

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

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

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

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

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

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

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

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

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

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public

preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

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

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

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

Policy Implementation Activities

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

In the CIWP, the school identifies current parental 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)

all Boxes complete

School-Parent Compact (Complete)

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

McCormick is using CCSS aligned materials in literacy and mathematics. The school is using progress monitoring and assessments recommended by our District. In addition, teachers and staff implement a research-based SEL curriculum PATHS in Prek-5th grades. Teachers also conduct goal setting with students in reading and math after analyzing student data at BOY, MOY and EOY to promote self-

monitoring, responsibility, and ownership for learning. The mission of McCormick Elementary is to ensure all students receive a high-quality education through a supportive learning environment and a rigorous curriculum. We strive to empower our parents, teachers, and community to be actively involved as our students become responsible lifelong learners and productive members of society.

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

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

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

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

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

School hours are listed on monthly newsletters and the Parent Handbook. Parents are accommodated based on their inquiries and work schedules. Teachers are released from class if deemed necessary to accommodate parents. Teachers and school leaders are very accommodating to parents' schedules, oftentimes waiting for parents after work, providing letters for their workplace if they need.

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

Parents are encouraged to volunteer if not regularly, whatever hours and days that they can do so. They have to go through the District's Volunteer protocol and the required application process. The staff helps parents complete if they need assistance. Parents can volunteer in a classroom, recess, or arrival and dismissal duty. We currently have a formal Parent Mentor Program in conjunction and collaboration with one of our community partners. Currently, 9 parents participate in the program and they support 9 classrooms by tutoring individual or small groups of students on basic literacy skills.

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

Parents are expected to support their children's learning by making sure they attend school daily, not be late to school, complete homework, read to them, be

read to, take to the neighborhood library, monitor grades through the Parent Portal, attend parent conferences and/or meetings and workshops, volunteer at school or field trips, and complete surveys when sent to them.

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

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

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

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

Parent Budget (Complete)

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

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

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.	\$750.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$3000.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$500.00
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