



Manley Career Academy High School (/school-plans/565) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
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01/26/2016	ILT TEAM	SEF
02/03/2016	ILT	SEF
02/10/2016	ILT	SEF
02/17/2016	ILT	Goal-setting
02/29/2016	Department meetings	Share goals and create strategies
03/07/2016	Department meetings	Develop strategies: Brainstorm
03/09/2016	ILT	Root Causes
03/29/2016	LSC members	overview on CIWP
03/31/2016	ILT	Overview of strategies: Reviewed
04/06/2016	ILT	Review of CIWP
04/20/2016	ILT	CIWP
04/25/2016	Admin Team	Review CIWP/Add Att strategy
07/18/2016	Admin Team	Review budget
07/19/2016	Admin Team	Review budget
07/20/2016	Admin Team	Review budget
07/21/2016	LSC	Review CIWP
08/24/2016	ILT team	Review CIWP
09/15/2016	ILT Team	Review update CIWP
09/20/2016	LSC members	Review CIWP and Parent compact
10/03/2016	ILT Team	Review CIWP versus Instructional Core
10/11/2016	LSC members	Reveiw CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

We have created a clear mission and vision statement to establish the direction of the school. School improvement goals have been focused on specific achievements related to literacy and Common Core skill mastery. Our ILT determines the direction of our school-wide curricular focus based on data and help to prioritize school-wide initiatives. They also oversee the implementation of instructional initiatives. Every member is responsible for a part in the process and is held accountable. Decisions are made based on consensus: grading categories, Literacy Initiative (LI), expectations, unit plans, non-negotiables, restorative justice protocols, etc. ILT and other stakeholders work to build consensus in creating rubrics, templates, and other powerful practices that are initiated across the school and curriculum. We have also implemented instructional learning walks that provide opportunities for staff members to observe and reflect on the instructional practices of others as well as themselves. The FILWs also provide opportunities for staff members to observe non-instructional practices as well. All teachers use data to drive instructional practices (Classroom assessments, Benchmarks, Performance Tasks) so that they can effectively plan for the varied needs of our students.

We have teams that focus on different aspects of school culture: Attendance, SEL, Grade Level Teams. These teams work collaboratively to solve problems and plan school-wide celebration.

Teacher leadership is developed by allowing teachers to make decisions about different aspects of the building culture: PDs where teachers train other teachers, summer workshops, etc. Teachers receive PD weekly on various instructional strategies for the purpose of increasing student engagement. Most teachers hold leadership roles outside of the classroom (school leadership team, coaching, organization etc.)

We started off the year with 3 week unit plans. The ILT just decided to switch to 4 week unit plans. In quarter 3, we will be instituting bi-weekly testing and 4 week unit plans coincide well with that process.

Administrators consistently base coaching and teacher feedback on the Framework for Teaching and provide consistent feedback to strengthen teacher practice.

Data:

Planning and Preparation REACH: 41% of staff scored Proficient

Designing Coherent Instruction REACH: 47% scored Proficient

Instructional Outcome: 41% scored Proficient

Student Engagement: 55% scored Proficient

Reflecting on Teaching & Learning 41% scored Proficient

My School, My Voice:

EFFECTIVE LEADERS

Program Coherence

This was rated as weak and teachers reported that:

- many special programs come and go and they can't keep up with them all.
- Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school

This rating decreased drastically from 2014 (68%) to 2015 (33%).

Teacher-Principal Trust

This rating declined from 2012 (13%) to 2015 (7%).

Teacher Influence

This was rated very weak as only 11% of teachers believe they have influence over school funding, instructional materials, in-service programs, and setting standards for student behavior.

Instructional Leadership

The response here was neutral.

COLLABORATIVE TEACHERS

Collaborative Practices

This area received a neutral rating. The overall percentage declined from 2012 (85%) to 2015 (57%).

Collective Responsibility

This area was rated as weak. The areas related to this category include whether or not teachers: feel responsible when students fail, feel responsibility to help each other do their best, and take responsibility for improving the whole school.

Quality Professional Development

This area was rated as weak and declined from 2012 (45%) to 2015 (22%). The areas related to this category include whether or not professional development opportunities: included opportunities to work with teachers from other schools, included enough application/practice time, were designed to be implemented over time, and included opportunities to work productively with their colleagues.

School Commitment

This area was rated as very weak indicating a lack of teacher commitment to the school.

Teacher to Teacher Trust

This area was rated as neutral and increased from 2012 (40%) to 2015 (59%).

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

Shared Leadership: Our ILT consists of our content area department chairs. ILT members work together to create non-negotiable curriculum practices that are agreed upon and disseminated to our staff through department meetings. Each department and grade level has members that are represented. Weekly professional development, grade level meetings, and data protocols are used to measure success. Moving forward, CIM bi-weekly data will allow us to become even further focused.

Ongoing Inquiry: The ILT coordinates Focused Instructional Learning Walks to both gather data and observe school-wide instructional practices which drive both ILT meetings and department meetings. ILT work is instructional based and student work protocols are saved for discussion in grade level meetings and department meetings.

Use of Protocols: FILWs, student work protocols: Literacy initiative, close reading, word problems in mathematics

Use of Timely Data: Data is used to determine the instructional needs of the school as gathered through school-wide Literacy Initiative protocols and common instructional strategies such as stations, seminar, close reading etc...

Scheduled Meetings: ILT meets on a bi-weekly basis or "as needed"

Collaboration and Communication with Stakeholders: The ILT works as a team to create instructional practices and also helps to set the ideas in motion. The School-wide literacy initiative was created to ensure that all students in all grade levels are able to produce clear essays and other writings with consistency. Instructional Leadership also takes place in Department meetings. During these meetings teachers are able to focus on issues within the various departments. This is another way in which we can ensure that the vision and goals are being met. After meeting in a larger body, Department Chairpersons take back the information and share it with the other instructors. In addition, the departments also implement curriculum strategies that focus on their particular department. Adjustments are made in the Department Meetings that also help to contribute to student learning.

Strong Teacher Teams: Continuously adapting our literacy initiative based on student outcomes • Different leadership teams for various levels of analysis (department, grade-level, social-emotional learning) • Bi-weekly meetings with agendas. Teacher teams leading staff professional development.

Data:

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My School, My Voice:

Collective Responsibility

This area was rated as weak. The areas related to this category include whether or not teachers: feel responsible when students fail, feel responsibility to help each other do their best, and take responsibility for improving the whole school.

Quality Professional Development

This area was rated as weak and declined from 2012 (45%) to 2015 (22%). The areas related to this category include whether or not professional development opportunities: included opportunities to work with teachers from other schools, included enough application/practice time, were designed to be implemented over time, and included opportunities to work productively with their colleagues.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.

- Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

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

1 2 **3** 4

Professional Learning that Closes Achievement Gap: Adapted Professional development based on school wide data and teacher needs.

On-going, Job-Embedded Professional Learning: The weekly principal directed time is used for PDs based on the needs of the school and staff. - Teachers are encouraged to attend outside professional development and share their takeaways with staff upon returning. -All teachers are encouraged to lead professional development throughout the year based on their strengths and knowledge. All professional development is rolled out with a strong focus on our school wide vision. Some topics included: Concept mapping, close reading protocol, stations, literacy (reading & writing) strategies, socratic seminar, text-to-text analysis, etc. Many teachers have been afforded the opportunity to participate in out of school professional development related to teacher leaders, etc.

Collaboration Time: All teacher teams have common planning time built into the master schedule. This affords teacher teams the opportunity to collaborate during the school day. Content area teachers collaborate on curriculum mapping, unit planning, and assessments. Subject matter experts are expected and encouraged to share expertise with colleagues across grade levels and instructional levels as well.

"Safe-Practice": Teachers are provided with at least 2 weeks to practice instructional strategies and unit planning before they are required to participate in FILWs or unit plan presentations

Monitor Implementation: Administrators provide teachers with on-going feedback, but need to work on establishing a solid observation and feedback schedule outside of mandated REACH observations

Data:

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My School, My Voice:

Quality Professional Development

This area was rated as weak and declined from 2012 (45%) to 2015 (22%). The areas related to this category include whether or not professional development opportunities: included opportunities to work with teachers from other schools, included enough application/practice time, were designed to be implemented over time, and included opportunities to work productively with their colleagues.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 3 4

School day that is responsive to student needs: This year, we adopted an early release schedule that allows for teacher meetings after school.

Aligned budget/Protocol for purchasing: We've done a lot to subsidize our budget by partnering w/ outside groups. Money has been allocated for chrome books, mobile computer labs, iPads, Elmos and other technologies that teachers utilize in the classroom.

Hiring Team: Staff were included in interviewing candidates for certain positions at the end of SY15 using an Interview Protocol. Most of our school budget prioritizes student activities; we planned for teachers to show-case or host a walk-through of some of the skills learned at our staff PD, but due to scheduling issues we have not been able to organize a schedule that works. Our SEL team just sent out a survey on school climate to see where our team needs to go from there.

Grade level teams worked collaboratively to build teacher time for all students who need make up work or who need interventions on a bi-weekly basis.

Retention Strategy Based on Data:

Community Partnerships: We have the following organizations as partners: Upward Bound (UMOJA), Gear Up, WOW, BAM etc. Course partners: EMBARC and One Goal.

My School, My Voice Data:

Program Coherence

This was rated as weak and teachers reported that:

- many special programs come and go and they can't keep up with them all.
 - Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school
- This rating decreased drastically from 2014 (68%) to 2015 (33%).

Teacher Influence

This was rated very weak as only 11% of teachers believe they have influence over school funding, instructional materials, in-service programs, and setting standards for student behavior.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

Alignment of Curriculum Map to CPS Content Frameworks: Teachers spent time in departments at the end of the year and through the summer creating Curriculum Maps for 2015-2016 with alignment to CCSS and school-wide initiatives related to Literacy & Writing. Teachers collaborated across grade levels & disciplines to develop horizontal & vertical expectations for all curriculum.

Alignment of Units to Curriculum Maps: All teachers are expected to develop and use four week units that are Common Core aligned. Unit Plans are designed with the goal that students achieve mastery in skills related to their content area. Each Unit Plan is broken down into day-to-day instruction with clear achievable goals that can be measured with formative assessment, summative culminating assignments, and day to day "checks for mastery" (bell-ringer & exit tickets). Lessons flow in scope & sequence and are related to Essential Questions and Enduring Understandings for each unit. Strong emphasis is placed on rigorous text with a main focus on non-fiction and text dependent questioning related to common core.

Use of Essential Questions: Lessons flow in scope & sequence and are related to an Essential Questions and Enduring Understandings for each unit.

Presence of Disciplinary Literacy: (Reading, Writing, and Speaking) We have identified academic writing as a focus for the last two years. We have implemented a close reading protocol and literacy initiative to support the development of our students' writing skills.

Differentiated Instruction: We have emphasized the importance of spiraling skills to promote skill mastery. We have also implemented common assessments this year. Teachers use stations and groups to differentiate instruction. All teachers have been trained on and are expected to use gradual release during their instruction.

Qualitative/Quantitative Difference Between Levels of Courses:

SEL: We currently have an SEL team in place and we have partnerships with outside organizations who provide counseling services to our students: UCAN, Youth Guidance (BAM/WOW)

Real World Learning Opportunities: Our students experience field trip based learning both with classroom content and with partner organizations.

Related Data:

- 1.) The composite ACT score for SY14 was 14.8; the composite ACT score for SY15 was 15.29
- 2.) The SY15 My School, My Voice survey revealed that Ambitious Instruction and Collaborative Teachers fell in the neutral category

My School, My Voice:

English instruction was rated as being strong and characterized by having students:

- improve on their work
- discuss how culture, time, or place affect an author's writing
- discuss real life connections to literature
- explain how writers use tools (i.e. symbolism, metaphor, etc) to communicate meaning.

This rating has increased from 2012 (41%) to 2015 (71%).

Math instruction was rated as being strong and characterized by having students:

- write problems for others to solve
- write to explain how they solved a problem
- apply math to real life situations

This rating has increased from 2012 (64%) to 2015 (77%).

Academic Press was rated as being strong and students reported that:

- teachers ask difficult questions
- mathematics classes are challenging
- teaches want them to become better thinkers and not just memorize things.

This rating has increased from 2012 (50%) to 2015 (71%)

Quality of Student Discussion was rated as very weak. The rating in this area has increased from 2012 (4%) to 2015 (13%). This is an area of focus for our classroom teachers.

Data:

Planning and Preparation REACH: 41% of staff scored Proficient

Designing Coherent Instruction REACH: 47% scored Proficient

Instructional Outcome: 41% scored Proficient

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Reflecting on Teaching & Learning 41% scored Proficient

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content->

framework-3-0), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) to ensure alignment of scope and text and task complexity.

- Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP** (<http://apcentral.collegeboard.com/home>), **gifted** (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

Aligned to Curriculum and Varied:

Equitably Available: All teachers/students have access to school-based technology (i.e., labs, laptop carts, chromebooks, etc.)

Include Multimedia and Embedded, Just-in-Time Supports: Use of computer based learning (labs) and computer based assessments

Use of Manipulatives: Manipulatives in station work

Materials Help Students to Show Learning if Different Ways: Professional development to scaffold student's learning through the DOK levels. In the Social Studies Department, students use DBQ (Document Based Questions) along with a variety of artifacts (primary documents; visuals) to explore historical topics, cite text based evidence, and create claims/evidence based on their findings. Students engage in daily power points that provide visual learners with access to different aspects of curriculum. Currently, students will begin to work on web-based interactive learning guides which expose students to primary document texts, color-rich videos/pictures, and audio in a technological setting. This year Junior Students will engage in web-based ACT practice with video tutorials. In addition, students will be using the CIM on-line curriculum to complete benchmarks and work on the SAT/Common Core Prep Questions. Use of video/LCD projectors are also incorporated. In CTE students have access to different forms of instructional materials to enhance learning such as print based media: text books, supplemental texts (cookbooks) biographical and historic texts, periodicals, journals and newspapers. Students also utilize computer based programs (On cooking)and text supplements(Culinary Essentials Student site) as well as a variety of online materials for flexibility. We use materials based on learner needs, and student engagement. We also use Naviance for ACT prep and SAT prep work.

Alternative Pathways and Student Choice: Students have the opportunity to choose which medium they will both learn from and respond with (print based vs online).

My School, My Voice:
Program Coherence

This was rated as weak and teachers reported that:

- many special programs come and go and they can't keep up with them all.
 - Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school
- This rating decreased from 2014 (68%) to 2015 (33%).

Teacher Influence

This was rated very weak as only 11% of teachers believe they have influence over school funding, instructional materials, in-service programs, and setting standards for student behavior.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

1 2 3 4

Belief that All Students Can Learn:

Cognitively Challenging Tasks:

Tasks reflect Key Shifts in Literacy (Complexity, evidence, knowledge [non-fiction]): Literacy initiative accounts for the complexity, evidence, and knowledge sections of the key shifts in literacy. Evidence must clearly be cited because of the provided layout. This is also a consistent protocol that all students are using. These are reviewed by the ILT and the process is revised based on what students are mastering. Teachers are expected to use standards based learning objectives as well as DOK levels 3 and 4. Our writing initiative requires students to close read, cite evidence and use academic vocabulary.

Tasks reflect Key Shifts in Mathematics (Focus, coherence, rigor): Math teachers are using PARCC style questions during instruction that require students to justify and explain their mathematical reasoning.

Creation of Authentic Work:

Analysis of Student Work: Teachers bring student work as well as data to share at department meetings. ILT created protocols to analyze student work and assess the quality and rigor.

Data Source: REACH Observation

Engaging Students into learning: 55% scored Proficient

Communicating with students: 70% scored Proficient

Questioning students: 30% scored Proficient

Using Assessments student learning: 70% scored Proficient

Demonstrating Flexibility: 52.94% scored Proficient

My School, My Voice Data:

Classroom Rigor was rated as weak and students reported that task often do not connect to what they are learning outside of the classroom, they often do not talk about different points of view, are not encouraged to share their ideas, and are often not required to explain their answers.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.

- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

Score

1 2 3 4

Weekly post secondary meetings that targets students post secondary plans, which includes FAFSA submission, Five applications, Post secondary college fair field trips, target support groups, development of post secondary plans, and ensuring that students are applying to "right fit" schools.

At least 75% of our students are exposed to post secondary initiatives and events including CTE experiences by the end of the first semester of each school year. Examples of exposure, events and experiences are but not limited to: Senior Engagement; CTE college workshops; dual enrollment program; AP classes offered; College visits/field trips; Outside ACT prep; CTE visits to trade schools; CTE job shadows and internships; CTE business partnerships; CTE/program specific guest speakers; CTE offsite work based experience; College week and After School Matters

Postsecondary programs (GEARUP, UPWARD BOUND, EMBARC, ONEGOAL) support students with the transition after high school by helping them complete their FASFA's, apply for scholarships, attend college trips, and apply to multiple colleges.

All students are Tracked on a quarterly basis in order to increase the number of students on track for graduation by 10 % at the 9th, 10th and 11th grade and have 100% of seniors on track for graduation by the end of 3rd Quarter.

The activities that are related to post-secondary success at Manley are driven by the district-wide college and career readiness standards. Manley's data is reported monthly through the KPI survey. There is a uniform process that has been identified and is followed to capture all activities regardless of the sponsoring staff member or community partner. College and career readiness activities are facilitated through English classes, CTE classes, and Senior Seminar. Quarterly opportunities for parents to become aware and participate in the overall experience are advertised/encouraged through various means of communication including robo-calls, letters home, individual phone calls, and emails. We have established partnerships with community businesses to allow hands-on work experience that culminates into certifications and trade attainment. To date, 100% of seniors have articulated a post-secondary plan, students/parents are completing FAFSA, students are applying to colleges/universities, taking the ASVAB, re-taking the ACT on national test dates in hopes of reflecting academic growth, and completing scholarship opportunities in an effort to alleviate financial gaps associated with the cost of attendance. Following graduation, there is a plan to assist students in transitioning into the respective areas for post-secondary success. Activity mandates are in place to ensure that students stay focused on post-secondary goals - they are not able to participate in specified, privileged activities if they have not met the terms of the agreement that is endorsed by the student and parent/guardian.

Related Data:

According to the 2014 College Enrollment Summary Report...

- 1.) We currently have six AP classes: AP Art, Biology, Human Geography, Literature, Composition, and US History
- 2.) 81% of our AP 2D Design students received a 3 or more on the AP exam in SY14 and 50% of our AP 3D Design students received a 3 or more on the exam in SY15.
- 3.) In SY15, 7 students qualified for Dual Credit/Enrollment in English and 2 qualified in Math.
- 4.) Our college enrollment has declined from 2011 (50%) to 2014 (33%). This is far below the district average that is 57%.
- 5.) Data shows that students with GPAs of 3.0 or higher and ACT scores of 18 or higher have the highest college enrollment rate
- 6.) 70% of students who enroll in college enroll in less competitive schools
- 7.) More female students (41%) enroll than male students (21%)
- 8.) The majority of our students who enroll in college, enroll in under match

According to the 2013 College Persistence Summary Report...

- 1.) 33% of Manley graduates persisted in college compared to 70% of students in the district overall

According to the 2015 SEQ Summary...

- 1.) 8% of respondents chose continuing their education as their primary post secondary plan; 66% of respondents chose working as their primary plan

Attendance Data...

- 1.) Our attendance rate steadily increased from 2012-2015 from 79.5% to 85.2%. This year our attendance rate is 81.1%
- 2.) The freshmen from last year who are our current sophomores consistently have the lowest attendance rates.
- 3.) January is the lowest attendance month
- 4.) Students tend to miss 1st and 8th periods consistently

My School, My Voice Data:

School-Wide Future Orientation

This area was rated as neutral and suggests that we have some measures in place to ensure that students stay in school and have a post secondary plan, but that we need bolster our efforts in this area.

Student-Teacher Trust

This area was rated as neutral indicating that some students have trusting relationships with teachers and feel respected by their teachers.

Expectations for Postsecondary Education

This area was rated as weak and suggests that most students do not have plans to go to college and that teachers do not expect students to go to college. It also indicates that teachers do not feel that the curriculum ensures that students are ready for college.

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 3 4

Range of Pedagogical Approaches: Objectives are posted and articulated so students to understand the expectations and goals for the day. Developing universal definitions for academic vocabulary that is used across content areas • Exit slips implemented daily to monitor progress and check for student understanding.

Objective, Do Now, Activity, and Exit Slip must be posted on the board daily. All Lesson/unit plans must be posted within the classroom

Do Nows to introduce new material or review old material; Exit Slips to measure objective mastery; Alignment forms used to scaffold instruction and ensure level of rigor during instruction;

Beginning in Q3, Bi-weekly teacher-made assessments with the constructed response and data must be posted in classrooms to show mastery of skills

Unit Plan Expectations: Do NOW and exit questions taken from the CCSS aligned test bank items located in CIM, Daily Objectives (4 weeks), standards (CCSS, NGSS, IL), detailed lesson, 2 constructed Responses per week, station activity (once a week), and 1 longer piece of writing every ten weeks. Beginning in 3rd quarter, teachers will conduct FILWS (Focused Instructional Learning Walks) once a week.

There are Curriculum maps for ELA and Math courses were developed at the end of the last school year and finalized at the beginning of this school year. Unit plans are aligned to curriculum maps and incorporate the African American disciplinary units;

Communication w/Students (3a): Course syllabi are provided to students at the beginning of each semester
Emphasize writing (literacy initiative) in all unit plans (1st semester once a week 2nd semester- twice a week)

Questioning and Discussion (3b): Teachers are trained on DOK level and must maintain a DOK level 3 to 4 by the end of each class. Most teacher script their lessons to ensure that high DOK is met; teachers measure the effectiveness of the DOK level through exit slips.

Engage Students in Learning (3c):Course syllabi are provided to students at the beginning of each semester
Emphasize writing (literacy initiative) in all unit plans (1st semester once a week 2nd semester- twice a week)

Use Assessment in Instruction (3d): Teachers assess students via exit slips (daily) and utilize exit slips to create station activities
Teachers are assessing students bi-weekly using the stored test bank items within the CIM

Exit slips are reviewed daily and teachers are required to bring exit slips to post conferences
Bi-weekly assessments are created by course teams and reviewed prior to being administered
Final exams are reviewed by the admin team prior to being administered

Demonstrate Flexibility (Make Adjustments) (3e): Teachers must create station activities at least once a week, which focus on response to intervention and based on bi-weekly assessments, exit slips and final exams. Teacher reteach or spiral lessons (skill by skill) to ensure that all students mastery skills at 75% or higher.

Data Source:REACH Observation

Engaging Students into learning: 55% scored Proficient

Communicating with students: 70% scored Proficient

Questioning students: 30% scored Proficient

Using Assessments student learning: 70% scored Proficient

Demonstrating Flexibility: 52.94% scored Proficient

My School, My Voice:

English instruction was rated as being strong and characterized by having students:

- improve on their work
- discuss how culture, time, or place affect an author's writing
- discuss real life connections to literature
- explain how writers use tools (i.e. symbolism, metaphor, etc) to communicate meaning.

This rating has increased from 2012 (41%) to 2015 (71%).

Math instruction was rated as being strong and characterized by having students:

- write problems for others to solve
- write to explain how they solved a problem
- apply math to real life situations

This rating has increased from 2012 (64%) to 2015 (77%).

Academic Press was rated as being strong and students reported that:

- teachers ask difficult questions
- mathematics classes are challenging
- teaches want them to become better thinkers and not just memorize things.

This rating has increased from 2012 (50%) to 2015 (71%)

Quality of Student Discussion was rated as very weak. The rating in this area has increased from 2012 (4%) to 2015 (13%). This is an area of focus for our classroom teachers.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**

- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

We provide students who are struggling/failing a structure to complete make-up work: Teacher Time. Our post secondary partners also support struggling students. Grade level teams meet bi-weekly to discuss students' grades and attendance, and facilitate "teacher time" bi-weekly where students have an opportunity to get one on one tutoring with their teachers as well as make up work.

Tier 1 interventions include PD for teachers on classroom management, reviewing and examining our school wide rules and expectations to trace effectiveness (Climate Survey, 5 essentials). We have five week on-track monitoring cycles for grades including incentive programs for students who currently are receiving A,B's and C's. We will be transitioning to BAG reports which also include behavior and attendance and using that data to monitor student on-track rates. We have Tier 2 supports including teachers working with four students to check-in on specifically in terms of attendance improvement. We have grade level meetings where teachers can use "student talk" to problem solve. We have restorative practices set up where teachers can utilize peace circles and restorative chats with the help of trained teachers and coaches. Our Tier 3 supports include small group and 1:1 interventions with our outside partners Gear Up and You Can. Each grade level has posted attendance and on-track data tiered to the three levels (Green/Yellow/Red). Students with behavior issues in the 2/3 tier are referred to an intervention team. The school counselor identifies students who are credit deficient and they are assigned credit recovery via night school.

Data Source:
Restorative Practice
Discipline Data/Suspension
SEL survey Results:

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Teachers are required to use various types of assessments during instruction: Formative and Summative Assessments, Do Nows, Exit Slips, and constructed responses.

Starting in quarter 3, we will be implementing bi-weekly assessments. Teachers will utilize the CCSS aligned questions in CIM to create online assessments. Teachers will create unit plans based on the information garnered from the bi-weekly assessments. Manley teachers adhere to a consistent uniform grading scale with categories properly weights for formative assessments, summative, and classwork grades.

In CTE, students are assessed multiple ways to give them several opportunities to demonstrate mastery and competence of subject matter. Authentic assessments take place using Speaking and Listening standards for students that may not meet grade level writing standards. All students complete practical assessments of technical skills based on CTE Standards. Students are given opportunities and encouraged to re-take assessments that they performed poorly on within the 3 week time-frame for working. Formative assessment is also done through formal writing (Literacy initiative) and through PARCC type assessment taken online.

Data Source: REACH Observation

Engaging Students into learning: 55% scored Proficient

Communicating with students: 70% scored Proficient

Questioning students: 30% scored Proficient

Using Assessments student learning: 70% scored Proficient

Demonstrating Flexibility: 52.94% scored Proficient

Bi-weekly Benchmark:

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 **3** 4

We have established a culture and climate team that meets once a month. We have sent out a culture and climate survey and will be reviewing the results to determine needs in the school. Teachers have expectations posted in the classroom. All teachers review school-wide expectations and have developed classroom management rules and regulations in their respective classrooms that are aligned to the school rules and regulations.

There are regularly scheduled town hall meetings that focus on academics, attendance, and safety. The grade level leads along with the counselor and Dean host these meetings each quarter and emphasize the importance of maintaining learning goals. All students have a completed PLP (Professional learning Plan) that contains goals that target post secondary success. All teachers collaborate during grade level and department meetings on school wide incentives, such as Go for green, which is a celebration time for students who have all As, Bs, and Cs.

There are clear rules and school wide expectations and staff members are expected to use the restorative justice language that is posted in all classrooms and within the hallways. The names of students who are "rising to excellence" are displayed in the hallways and on classroom data boards. Each quarter, students receive honor roll certificates, trophies, and participate in an honor roll breakfast.

Additionally, we have created goals surrounding attendance. Students who are within the range of 83%-95% are closely monitored by a classroom teacher; the assigned teacher makes daily phone calls if the student is absent. All teachers are charged with monitoring at least 4 students. Every three weeks, the students receive an attendance incentive based on their achievement.

Data Source:

Completion of PLPS 100% of students and reviewed quarterly
Manley school-wide calendar

My School, My Voice:

English instruction was rated as being strong and characterized by having students:

- improve on their work
- discuss how culture, time, or place affect an author's writing
- discuss real life connections to literature
- explain how writers use tools (i.e. symbolism, metaphor, etc) to communicate meaning.

This rating has increased from 2012 (41%) to 2015 (71%).

Math instruction was rated as being strong and characterized by having students:

- write problems for others to solve
- write to explain how they solved a problem
- apply math to real life situations

This rating has increased from 2012 (64%) to 2015 (77%).

Academic Press was rated as being strong and students reported that:

- teachers ask difficult questions
- mathematics classes are challenging
- teaches want them to become better thinkers and not just memorize things.

This rating has increased from 2012 (50%) to 2015 (71%)

Quality of Student Discussion was rated as very weak. The rating in this area has increased from 2012 (4%) to 2015 (13%). This is an area of focus for our classroom teachers.

Collective Responsibility

This area was rated as weak. The areas related to this category include whether or not teachers: feel responsible when students fail, feel responsibility to help each other do their best, and take responsibility for improving the whole school.

Classroom Rigor was rated as weak and students reported that task often do not connect to what they are learning outside of the classroom, they often do not talk about different points of view, are not encouraged to share their ideas, and are often not required to explain their answers.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering,**

initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.

- Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

1 2 3 4

Building relationships with students is a priority. The staff has participated in PD on building relationships and trauma. Faculty and Staff actively engage in relationship building and maintenance practices with students. Students trust faculty and staff to provide a safe environment and a space to build relationships with peers when conflict arises.

We have several programs in place with outside resources that help to create a trusting environment within the school. These partners also conduct PD with the teachers and students that emphasize restorative justice and building positive relationships. (Youth Guidance, UCAN, and Wess Hospital)

Most of the teachers in the building (75%) participate in or have leadership roles, such as department chairs, ILT, SEL Team, Grade level leads, and Climate committee.

Data Source:
SEL survey

My School, My Voice:
Teacher-Principal Trust
This rating declined from 2012 (13%) to 2015 (7%).

Collective Responsibility
This area was rated as weak. The areas related to this category include whether or not teachers: feel responsible when students fail, feel responsibility to help each other do their best, and take responsibility for improving the whole school.

Teacher to Teacher Trust
This area was rated as neutral and increased from 2012 (40%) to 2015 (59%).

Teacher-Parent Trust
This area was rated as weak indicating that teachers felt that parents should do more to help their children learn and that they do not believe that parents support their work. Others areas of trust that present opportunities for improved are teachers and parents working together as partners, staff being committed to build trusting relationships with parents, and teachers feeling respected by parents.

Student-Teacher Trust
This area was rated as neutral indicating that some students have trusting relationships with teachers and feel respected by their teachers.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 3 4

Students expressed their voice in the development of school wide expectations, ie uniform policy, electronic device policy, and RAP program; students take advantage of school wide "open door" policy to express their concerns with school wide issues. Students participate in on-campus and off-campus community service assignments and beautification projects. Manley students are participating within the community by partnering with North Lawndale to develop a PEACE campaign to create safer schools and to increase enrollment. The campaign is lead by students within the North Lawndale community and is focused on providing a cleaner and safer environment along with attracting prospective students to attend Manley Career Academy.

Students are allowed to voice concerns with teachers during all town hall meetings and are able to make suggestions about incentives. Also there have been student driven activities and celebrations: GO FOR GREEN, Holiday celebrations and Performances, GYT events

There is a principal advisory committee that is comprised of leaders within all grade levels that meet regularly with the Admin team. The PAC committee is allowed to plan student functions and activities each quarter.

Manley Career Academy students participate in dual enrollment, CTE internships, AP courses, and many are inducted in the National Honors Society.

A select group of students just received training on conducting peer juries and these students will start the first peer jury during 2nd semester.

My School, My Voice:

School Connectedness was rated as neutral by our students. This suggests that about half of students feel their voices are heard and that they are a real part of the school.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

Proactive: The Admin team and safety team meets weekly to discuss trends in the data; rising issues within the community that will affect the school level. There is root cause analysis approach that is taken to find out the overall reason in student behavior or community attributes. The team immediately responds to surrounding issues within the building or community that affect the school by contacting police district command, facilitating conferences with parents, and meeting with families of respective students. During the conferences, a peace circle approach is taken to ensure equity of voice and to develop long and short term goals for all parties.

Instructive: All security officers are trained in restorative justice practices, including teachers who have been trained 5 times this school year. Additionally, teachers went on a discipline retreat training and presented classroom management techniques to teachers. Throughout the building, there are restorative justice postings, including inside of the classroom that support Restorative justice conversations. Students participate in peace circles in small and large groups with peers and teachers.

Multi-tired: Student who have displayed patterns of behavior that fall into groups 3 and 4 are automatically enrolled in either UCAN or the Youth Guidance program. Additionally, students who need intense support (TIER 3) automatically receive individual counseling with the WESS intern counselor.

Students have a five minute passing period and the terminology that is used by teachers and security officers is "walk and talk". All teachers stand outside their doors during transitions and students must have a hall pass in order to be permitted outside of class. Students are not allowed to go to the bathroom the first 15 minutes into the period and the last 15 minutes before the period ends. All students must receive a tardy pass after the bell rings in order to be permitted in class. Students who accumulate three tardies within a day automatically receive a parent conference; during the conference parents are informed of the violation and the student is allowed to express his or her concerns. The Dean, along with the parent and student, creates actionable steps to ensure that the behavior does not exist moving forward.

Restorative: Restorative justice coach 2x per week at Manley. Security trained in restorative practices and teachers received two training by Ms. Chandra. Also, Chandra works individually with classroom teachers who need additional support in implementing restorative practices.

My School, My Voice:

Safety

This area was rated as very weak and indicates that students do not feel safe inside or outside of the school building and that bullying is viewed as an issue among students.

Student Peer Relationships was rated as weak by our students and indicates that they disrespect each other and do not help each other to learn.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score
1 2 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Proactive: The Admin team and safety team meets weekly to discuss trends in the data; rising issues within the community that will affect the school level. There is root cause analysis approach that is taken to find out the overall reason in student behavior or community attributes. The team immediately responds to surrounding issues within the building or community that affect the school by contacting police district command, facilitating conferences with parents, and meeting with families of respective students. During the conferences, a peace circle approach is taken to ensure equity of voice and to develop long and short term goals for all parties.

Instructive: All security officers are trained in restorative justice practices, including teachers who have been trained 5 times this school year. Additionally, teachers went on a discipline retreat training and presented classroom management techniques to teachers. Throughout the building, there are restorative justice postings, including inside of the classroom that support Restorative justice conversations. Students participate in peace circles in small and large groups with peers and teachers.

Restorative justice coach 2x per week at Manley. Security trained in restorative practices and teachers received two trainings by Ms. Chandra. Building relationships with students is a priority. The staff has participated in PD on building relationships and trauma.

Peace Circles; Restorative Conversations; Students being trained in Restorative Group Conferencing; Restorative Chats (to address simple student behaviors); Behavioral Contracts (ie, electronic device policy violations); Administrative Interventions; Parent Conferences; Family Conferences; Restorative Practices Coach on-site; Behavioral Health Team assesses student behaviors to prevent negative discipline.

Faculty and Staff actively engage in relationship building and maintenance practices with students. Students trust faculty and staff to provide a safe environment and a space to build relationships with peers when conflict arises.

Multi-tiered: Student who have displayed patterns of behavior that fall into groups 3 and 4 are automatically enrolled in either UCAN or the Youth Guidance program. Additionally, students who need intense support (TIER 3) automatically receive individual counseling with the WESS intern counselor.

- Related Data:
In SY16
- 1.) Our group 4, 5, and 6 behaviors were reduced by nearly 50%
 - 2.) We used a restorative response for 75% of our overall behavior infractions. 14% of behavior infractions resulted in OSS and 8% resulted in ISS.
 - 3.) Our suspension rate overall decreased from SY15 to SY16 by more than 50% (SY15 - 173 ISS; 231 OSS) (SY16 - 62 ISS; 113 OSS)

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.

- Engage families as partners.
- Contact families frequently to inform them of positive student behavior and progress.
- Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 2 3 4

All grade level teams created a grade level booklet for each student that describes the overall academic and behavioral expectations for all students. The grade level booklet describes the grading policies and the expectations for each grade level student. During parent night and open house, all parents are informed of activities and expectations for each child.

All teachers are to call home to at least 4 students or more a week; each teacher is to speak about positive noticings and interventions during these meetings. All teachers are to handle Group 1 and 2 incidents involving students in the classroom and are expected to facilitate parent conferences for students with continued behavior issues.

Parents are invited to the building for Parent Conferences and students are invited for Shadow Days.

Many of the decisions that are made for a student's post-secondary success impact the family/household. In addition to having discussions with students to make realistic determinations, parent/guardians are fully involved in the process. They are invited to actively participate in the Fall individual meeting, spring individual meeting and FAFSA informational/completion activities. Also, parents are bombarded with phone calls and meeting requests that pertain to preventative concerns and student achievements. Senior level activities include Senior Parent FAFSA Night and Individual meetings with Parents that focus on Transitioning out from HS. Parent Conferences are scheduled on an as-needed basis.

Additionally, Manley has a PAC committee that is comprised of parents and meets regularly (once a month). During this time, parents discuss team building, assessments, student activities, grades, and the overall expectations of the building. This is also the time that parents are allowed to openly express any concerns to the building principal.

My School, My Voice:
Teacher-Parent Trust

This area was rated as weak indicating that teachers felt that parents should do more to help their children learn and that they do not believe that parents support their work. Other areas of trust that present opportunities for improved are teachers and parents working together as partners, staff being committed to build trusting relationships with parents, and teachers feeling respected by parents.

Parent Involvement in School

This overall rating was weak and suggests that more parents should volunteer and initiate contact with their child's teachers.

Parent Influence on Decision Making in Schools

This area was rated weak and responses indicate that we need to involve parents more in making decision on curriculum and provide opportunities for involved parents to reach out to less involved parents.

Parent Supportiveness was rated as very weak and suggests that most parents do not spend enough time helping their children to make decisions, do not show that they are proud of their students, and do not encourage their students to work hard at school.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
	CPS Framework for Teaching 2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ☐
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐

4 Expectations for depth & breadth of Student Learning: Curriculum

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1 2 3 4 5

Goals

Required metrics (Highschool)

11 of 13 complete

2014-2015 Actual 2015-2016 Actual 2016-2017 Goal 2017-2018 Goal

My Voice, My School 5 Essentials Survey

The MY voice, MY school survey was at partially organized and it is the expectation to be at ORGANIZED for the 16-17 school year.

(Blank)

(Blank)

(Blank)

(Blank)

National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

The national School growth rate of the SAT will increase by 3% based on the NWEA data

18.00

(Blank)

18.00

18.00

African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

It is the expectation that the Junior class has a composite score of a 14.5-15 on the ACT exam. It is the expectation to be at 3300 percentile on the SAT.

18.00

(Blank)

18.00

18.00

Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

none

(Blank)

(Blank)

(Blank)

0.00

English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

none

(Blank)

(Blank)

(Blank)

0.00

Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

It is the expectation that are diverse learner perform and increase on the SAT exam.

7.00

(Blank)

7.00

7.00

National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

The national attainment for SAT will be at least 5% based on the NWEA.

9.00

(Blank)

9.00

5.00

Freshmen On-Track Rate

It is the expectation that the freshman increase to 90% average by the end of 16-17 school year.

81.40

81.70

83.00

90.00

4-Year Cohort Graduation Rate

The four cohort rate will increase to at least 60%

48.00

54.40

60.00

60.00

1-Year Dropout Rate

It is the expectation that the 1 year drop out rate decrease to 0.1%

0.80

11.50

2.00

0.10

College Enrollment Rate

The college enrollment rate will increase by 10%

32.40

34.20

40.00

50.00

College Persistence Rate

The college persistence rate will increase by 5%	55.90	33.30	35.00	40.00
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Average Daily Attendance Rate

The daily average attendance goal is to be at 80%	83.90	85.90	85.00	85.00
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Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

If we create robust and rigorous bi-weekly assessments in all content areas that encompass multi-tiered supports, address areas of growth, provide enrichment opportunities for areas of strength, and are directly aligned to CCSS and the literacy initiative...

...then we see...

We will see...
 *teacher teams engaging in Focused Instructional Learning Walks during which they will observe and reflect on differentiated strategies and best practices in the classroom.
 *teachers using relevant data to plan differentiated units of lessons
 *the development of communities of practice and planning sessions on how to create differentiated learning in the classroom
 *students engaging in learning across departments throughout the building.
 *students in charge of their own learning and aware of their data.

...which leads to...

This strategy will lead to
 *increased student attendance, an increase of teacher and student morale, and a more positive climate and culture.
 * increase mastery of CCSS standards as measured on bi-weekly assessments
 *an average of 1500 on SAT scores ; 75% of students scoring at a proficiency level on PARCC exam.
 *teachers scoring proficient and distinguished in Domain 3 on REACH observations.

Tags:

MTSS, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Attendance, Intervention, Climate and Culture, Data Use, ILT, Social studies, Cycles of professional learning

Area(s) of focus:
2, 3, 5

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
* Professional learning activities that center on Tier 1 support (school-wide) for all levels	Admin, ILT team, and Teachers	Aug 22, 2016 to Jun 23, 2017	* All teachers participate in BM assessments (2) Oct 18, 2016	On-Track

Core Instruction, Assessment, Curriculum Design, Intervention, Data Use, ILT, Cycles of professional learning

* Professional development on curriculum development that incorporates multi-tiered support	Admin, ILT, Teacher Teams	Aug 22, 2016 to Jun 23, 2017	* All teachers have been trained on Multi-tier support during teachers' first week of PD & there has been continually support during department meetings on implementing differentiated instruction. Additionally, teachers must indicate in their unit plans (bi-weekly) how they plan to support diverse learners and students that falls in tier 2 and 3. Lastly, every three weeks, teachers must re-teach skills after BM assessment and post data.	On-Track
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MTSS, Literacy/Reading, Math, Science, Core Instruction,

Arts, Diverse Learners, Assessment, Curriculum Design, Intervention, Climate and Culture, Data Use, Social studies, Cycles of professional learning

* The development of enrichment activities and approaches through the ILT and grade level meetings	Admin, ILT, Teacher Teams	Aug 22, 2016 to Jun 23, 2017	All teachers must implement SAT and CCSS skills and standards in lesson plans. Also teachers must conduct station activities (3) week and PBL activities (1- semester)	On-Track
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MTSS, Literacy/Reading, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Intervention, Climate and Culture, Data Use, Social studies, Cycles of professional learning

* Bi-weekly data talk and protocol meetings.	Admin, ILT, Teacher Teams	Aug 22, 2016 to Jun 23, 2017	All content area teachers must list their data on the "rising to excellence" board" and produce their data during department meetings and PM sessions.	On-Track
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MTSS, Literacy/Reading, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Intervention, Climate and Culture, Data Use, Social studies, Cycles of professional learning

* Review LI school wide, including LI protocol and include the development of Speaking/listening and reasoning.	Admin, ILT	Aug 22, 2016 to Jun 23, 2017	Teachers are to implement constructive response daily and SL once a week.	On-Track
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MTSS, Literacy/Reading, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Intervention, Climate and Culture, Data Use, Social studies, Cycles of professional learning

Schoolwide data tracking workshops for students	ILT, Grade-level, and Admin	Sep 5, 2016 to Jul 20, 2017	All students are to complete a reflection journal after each benchmark assessments.	Behind
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Data Use, Data, Academic gain

Strategy 2

If we do...

If we develop interdisciplinary project-based learning tasks that clearly focus on providing opportunities for student voice and consider the backgrounds and experiences of our students....

...then we see...

We will see...
 *teachers facilitating student learning through guidance and feedback at the outset, during the project's execution, and after its completion.
 * teachers collaborating to create cross-curricular PBL activities during grade level meetings that are aligned to CCSS standards
 *student learning goals and the implementation of standards-based content which emphasizes the following skills: critical thinking/problem solving, collaboration, and self-management.
 *an increase of critical reasoning, collaboration and communication in a variety of media, and speaking and presentation skills.
 *students with opportunities to develop and demonstrate post secondary and academic skills –students thinking for themselves and demonstrating the speaking/listening and

...which leads to...

Which leads to...
 *Sustained Inquiry - students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
 *Authenticity - real-world context and application, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
 *Student Voice & Choice - students make informed decisions about the project, including how they work and what they create.
 *Critique & Revision - students give, receive, and use feedback to improve their process and products.
 *Public Product - students make their projects public by explaining, displaying and/or presenting it to people beyond the classroom.

reasoning LI protocol(s).

This strategy will lead to...


- * increased student attendance, increased teacher and student morale, and a more positive climate and culture.
- * collaborative culture that creates a high level of accountability among teachers
- *decrease in Group 1-3 behavior (classroom incidents)
- *preparation for post secondary education and increase of average student GPA (Average of 3.0 or higher).
- *an average of 1500 on SAT and 75% of students scoring proficient on PARCC exam.
- * teachers scoring proficient and distinguished in Domains 1 and 3 on REACH observations
- *increase in overall student achievement and engagement
- *decrease in overall failure rates


Tags:

MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, ILT, Project-based learning, Instruction, Restorative approaches


Area(s) of focus:

1, 2, 3, 4, 5

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

* Introduce PBL to ILT and develop theme like and school wide PBL activities and time line.

Admin, ILT, Teacher Teams

Aug 29, 2016 to Sep 30, 2016

PBL was introduced during ILT summer planning meeting (2016) and to staff during department meeting Sept 12, 2016.
* One of teachers final exam for semester 1 consisted on a PBL assignment for Science, Social studies, and Drama, and English.

On-Track

MTSS, Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, ILT, Project-based learning, Personalized Learning, Instruction

* Comprehensive/Hands-on Professional Development for teachers on PBL and strategies

Admin, ILT, Teacher Teams

Sep 12, 2016 to Oct 21, 2016

PBL was introduced to staff on Sept 12, 2016. Teachers will start PBL before the end of semester one
* The Grade level team meets consistently bi-weekly to conduct the following: PLPs for freshman students, advisory meetings and discussion, changing the grading standard, attendance and grade incentives and students who need support.

On-Track

MTSS, Core Instruction, Assessment, Curriculum Design, Instructional Coaching, ILT, Project-based learning, Personalized Learning, Instruction

* Introduce PBL and the new LI strategies (Speaking and Reasoning) to students and other stakeholders

Admin, ILT, Teacher Teams

Aug 29, 2016 to Sep 2, 2016

PBL and Speaking and listening PD was introduced to teachers during Teacher institution week.
* Teachers are implementing the Speaking and listening protocol in class; posters are posted in all classrooms.

On-Track

MTSS, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Instructional Coaching, ILT, Project-

based learning, Instruction, Cycles of professional learning

* Create calendar for on-going PD for teachers	Admin, ILT	Aug 1, 2016 to Aug 31, 2016	The calendar for PD was shared and introduced to ILT team for semester one * PD support for all teachers during semester one (See PD folder and assessments on Tuesday for all departments).	On-Track
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Assessment, Instructional Coaching, Data Use, ILT, Cycles of professional learning

* Monitor PBL process through FILWS, informal observations, and side by side coaching sessions for teachers	Admin, ILT, Teacher Teams	Sep 5, 2016 to Jun 23, 2017	FILWs has started with all teachers going into each other classrooms (see calendar) * FILWs per content area will start with teachers this semester.	On-Track
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Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Data Use, Teacher Teams/Collaboration, Project-based learning, Cycles of professional learning

* Create schedule and conduct side by side coaching and feedback sessions for teachers	Admin	Sep 5, 2016 to Sep 30, 2016	Schedule that indicates a specific focus for coaching, progress check-ins, and action steps * The teachers have their performance management sessions every 3 weeks and this will continue during 2nd semester.	On-Track
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Core Instruction, Diverse Learners, Professional Learning, Instructional Coaching, Data Use, Project-based learning, Personalized Learning, Instruction, Cycles of professional learning

* Publicly display students' work and introduce work to the community (quarterly showcase)	Admin, ILT, Teacher Teams	Oct 31, 2016 to Nov 11, 2016	Curriculum maps that incorporate quarterly showcases, department (and grade level team) agendas that list the showcase as an agenda item	Not started
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Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Project-based learning

Retain a technology coordinator who will ensure that tech equipment is in working condition and who will also train staff members on the use of technology.	Admin	Aug 29, 2016 to Jun 21, 2017	Mr. Atkins is the tech person who is solely responsible for maintaining equipment.	Completed
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Assessment, College Access and Persistence, Climate and Culture, Teacher Teams/Collaboration, Technology professional

Strategy 3

If we do...

...then we see...

...which leads to...

A development of a comprehensive step-by-step approach to handling negative school-wide behaviors that encompasses restorative practices, focuses on multi-tiered systems of support, and leverages the expertise of community partners and other stakeholders...

Then we will see:
 * Clearly stated expectations that are school-wide and that support student learning and growth.
 * A clearly communicated plan of action for recognizing triggers and cues for negative behaviors
 * identification of previously unknown causes or triggers of problem behavior
 * partners, parents and, most importantly, students collaborating around solutions to negative behaviors.
 * teachers/staff members implementing behavior plans for students that include clear strategies and goals for student behavior.
 * a functioning peer jury and students facilitating peace circles to resolve Group 1 and 2 behavior issues
 * community partners and other experts developing relationships with students and teachers; also including teachers in one-to-one counseling sessions.

Which will lead to...
 *Increased student attendance, decrease of Group 1-3 behavior, decrease of suspension and increase in student voice and engagement.
 *appropriate responses to negative behaviors that yield positive results
 * Increase in graduation rates and decrease in drop out rates.
 *Increase in post secondary education
 *Behavior change in the student occurring more rapidly when the focus is on support, building the skills needed for pro social behavior, and increasing the student's well-being

Tags:

MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, Data Use, Teacher Teams/Collaboration, Student Health & Wellness, Cycles of professional learning, Restorative approaches

Area(s) of focus:

1, 2, 4, 5

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Develop a school-wide set of behavior expectations and responses that incorporate the use of restorative practices	Admin, ILT, Teacher Teams, Dean, SEL Team, Community Partners	Aug 29, 2016 to Sep 2, 2016	Final copy of the school wide expectations * School wide behaviors are posted throughout the building. * The Dean, Harper, and Head of security meet with students regularly during town hall meetings (see master calendar).	On-Track
Attendance, Behavior and Safety, Climate and Culture, SEL, Teacher Teams/Collaboration, Student Health & Wellness, Restorative approaches				
Post school-wide behavior expectations in all common areas of the school and classrooms.	SEL Team, Teacher Teams, Community Partners	Aug 29, 2016 to Sep 2, 2016	School-wide expectations posted in all classrooms and common areas within the building	On-Track
Attendance, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches				
Disseminate a copy of school-wide expectations to parents	SEL Team	Sep 5, 2016 to Sep 5, 2016	Copy sent home	On-Track

Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Student Health & Wellness

Develop a step by step referral system for Tier 2 and Tier 3 supports that focuses on identifying the root cause of student behavior as well as triggers

SEL Team, Dean, Admin, Community Partners

Aug 29, 2016 to Sep 30, 2016

Evidence of team meetings with agendas addressing this process and evidence of collaboration between SEL team, teachers, and community partners
* SEL partners have started during semester 1; students have been selected based on their behaviors in the building,
* Academic Tiers were created for students who are not on track; the students received intensive support from teachers, which brought the Sophomore and Freshman on track to 92% and Freshman to 100%.

On-Track

MTSS, Diverse Learners, Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, Student Health & Wellness, Restorative approaches

Develop a peer jury that will help to mediate Group 1 and 2 behaviors/conflicts. This group will also facilitate peace circles as a problem solving strategy.

SEL Team, Dean, Admin, Community Partners, Students

Oct 3, 2016 to Nov 3, 2016

Identify students, facilitate peer jury training for students, introduce the concept/process to teachers, parents, and student body

Behind

MTSS, Diverse Learners, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches

Leverage the support of community partners to provide 1-1 and group counseling to our students

SEL Team, Dean, Teacher Teams, Admin, Community Partners

Sep 5, 2016 to Jun 22, 2018

Use discipline data to identify students in need of additional services, assess partner offerings in order to pair students with appropriate support, meet with students so they understand why they were chosen and identify some preliminary goals as a result of service, have partners to reach out to students.
The following services has been retained for the 16-17 school year: UCAN, WOW, substance abuse and AKAM.

On-Track

MTSS, Diverse Learners, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Student Health & Wellness, Restorative approaches

Develop a calendar for reviewing discipline data and assessing the effectiveness of restorative practices

SEL Team, Dean, Admin, Community Partners

Aug 29, 2016 to Sep 2, 2016

SEL agendas that list the development of a calendar as an agenda item.
 Manley Career Academy has started the following tiers. Dept Leads/LT focuses on standards-based summative and formative assessments and improving instructional execution - tier 1. Grade Level Teams focus on classroom-based tier 2 and 3 academic and SEL interventions SEL TEAM focuses on tier 2 and 3 SEL interventions. ESP Case Managers (all non-teaching staff including myself) focus on 10th-12th grade students - (tier 2 check-in/check-out)

Behind

MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness

Provide on-going professional development that focuses on behavior management and relationship building

Admin, Dean, SEL Team, Teacher Teams

Aug 29, 2016 to Jun 22, 2017

* Manley has already solicited services from CPS trauma team and has a relationship with Weiss hospital for on-going PD development. All staff was re-trained on trauma, SCC, Restorative Justice and handling TIER 2 and TIER 3 behaviors during Teacher institute days.

On-Track

MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Cycles of professional learning

Strategy 4

If we do...

Implement a comprehensive attendance plan which includes: Monitoring daily attendance entry, targeting students with attendance below 85% for specific interventions, implementing an attendance data review protocol into weekly meetings, establishing and communicating school-wide attendance goals, communicating attendance percentages by grade level, reviewing BAG (behavior, attendance, and grade) reports with students every 5 weeks, requiring students to bring notes for absences, implementing regular incentives/celebrations, and inviting parents to celebrations....

...then we see...

Teachers entering attendance every day for every class within the first 15 minutes
 Timely identification of students with attendance issues
 Increased student awareness of the importance of good attendance
 A more focused approach to assisting students and families not meeting attendance requirements.
 Celebration of students who are meeting the attendance requirement or improving their attendance
 A comprehensive tracking system and support of children/families through assistance and SEL support.
 Increased parent/guardian awareness of student attendance

...which leads to...

- * Increase in student attendance in each grade level by 89-90%
- * Increase in GPA and decrease of failure rate
- * Increase in a more positive student environment and an increase in teacher morale
- * Increase in the scope of material teachers are able to introduce to students
- * Student participation in school led activities
- * Students participating in more post secondary activities, which will increase college entrance and persistence.
- * Score of a 4 or higher on the SQRP.

Tags:
 Attendance, Climate and Culture, Academics, Post secondary

Area(s) of focus:
 1, 2, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Increase the attendance related signage throughout the building including charts that mark the weekly progress of each grade level and the school overall. This signage will also communicate the attendance goals for the school.

Admin, Attendance Team, Grade Level Teams

Aug 29, 2016 to Jun 30, 2017

Attendance signs are posted throughout the building by grade level.
* Attendance awards on lockers
* Attendance incentives and mentor ships for students who are at 69-90% attendance
* Daily wake up calls for all students
* Attendance goals are posted on the walls.

On-Track

Attendance, Climate and Culture, Family and Community Engagement, On track, Grade level meetings, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff

Launch a communication campaign focused on informing parents and students about the importance of good attendance and how it impacts overall academic performance.

Admin, Attendance Team, Grade Level Teams

Aug 29, 2016 to Jun 30, 2017

There has been parent meetings starting Oct 1, 2016 about attendance. There is an attendance handbook that was given to all students.

On-Track

Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, On track, Grade level meetings, Student engagement, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff

Create system of recognizing good staff and student attendance on a weekly and monthly basis.

Admin, Attendance Team, Grade Level Teams

Aug 29, 2016 to Jun 30, 2017

The first three weeks of school, students who were at 90% received tickets and a pizza party.
* Students who are constantly at 90% are receiving gift cards, movie tickets, and are attending field trips. Additionally this is tied to senior activities, such as prom tickets and extra graduation tickets.

On-Track

Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, On track, Grade level meetings, Student engagement, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff

Institute quarterly awards ceremonies that recognize achievement in the areas of academics and attendance.

Admin, Attendance Team, Grade Level Teams

Aug 29, 2016 to Jun 30, 2017

* There are awards and recognition that is given to students on a regularly basis that affects attendance from grade level leads, such as ice cream social and other activities designated by grade level leads.

On-Track

Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, On track, Grade level meetings, Student engagement, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff

Provide department and Grade Level heads with weekly student attendance data and require that all department and grade level meetings address student attendance.	Admin, Attendance Team Lead	Aug 29, 2016 to Jun 30, 2017	The attendance team sends the swipe list and the percentage of students by grade level to all teachers. Teachers are required to check this list and meet with their attendance mentors for individual meetings during part 2 of grade level meetings	On-Track
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Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, On track, Grade level meetings, Student engagement, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff

Create cohorts of students based on past attendance data and assign those students to staff mentors who will check in with them either daily, weekly, or bi-weekly depending on their past attendance patterns	Admin, Teachers, non-teaching staff members	Aug 29, 2016 to Jun 30, 2017	There are two cohort groups that are monitored: 69-90% -- Attendance mentors and 84-70% on a daily basis.	On-Track
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Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, On track, Grade level meetings, Student engagement, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff

Partner with a community organization to reach out to students who are high risk for chronic truancy and absenteeism	Admin, Attendance Team, CBO	Aug 29, 2016 to Jun 30, 2017	The AKAM will be starting soon to knock on doors. The other program is SOAR who help with drop outs	Behind
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Attendance, Family and Community Engagement, Data Use, Parental involvement, On track, Best practice, Expectations

Retain a counseling assistant who will be responsible for monitoring daily attendance input and who will be responsible for correcting attendance errors.	Admin	Aug 29, 2016 to Jun 21, 2017	Ms. Perez and Davis are monitoring attendance on a daily basis.	On-Track
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Attendance, Data tracking, Attendance plan

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>+ * Professional learning activities that center on Tier 1 support (school-wide) for all levels</p> <p>Tags: MTSS, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Attendance, Intervention, Climate and Culture, Data Use, ILT, Social studies, Cycles of professional learning, Core Instruction, Assessment, Curriculum Design, Intervention, Data Use, ILT, Cycles of professional learning</p>	Admin, ILT team, and Teachers	Aug 22, 2016	Jun 23, 2017	On-Track
<p>+ * Professional development on curriculum development that incorporates multi-tiered support</p> <p>Tags: MTSS, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Attendance, Intervention, Climate and Culture, Data Use, ILT, Social studies, Cycles of professional learning, MTSS, Literacy/Reading, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Intervention, Climate and Culture, Data Use, Social studies, Cycles of professional learning</p>	Admin, ILT, Teacher Teams	Aug 22, 2016	Jun 23, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ * The development of enrichment activities and approaches through the ILT and grade level meetings Tags: MTSS, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Attendance, Intervention, Climate and Culture, Data Use, ILT, Social studies, Cycles of professional learning, MTSS, Literacy/Reading, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Intervention, Climate and Culture, Data Use, Social studies, Cycles of professional learning</p>	Admin, ILT, Teacher Teams	Aug 22, 2016	Jun 23, 2017	On-Track
<p>✦ * Bi-weekly data talk and protocol meetings. Tags: MTSS, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Attendance, Intervention, Climate and Culture, Data Use, ILT, Social studies, Cycles of professional learning, MTSS, Literacy/Reading, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Intervention, Climate and Culture, Data Use, Social studies, Cycles of professional learning</p>	Admin, ILT, Teacher Teams	Aug 22, 2016	Jun 23, 2017	On-Track
<p>✦ * Review LI school wide, including LI protocol and include the development of Speaking/listening and reasoning. Tags: MTSS, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Attendance, Intervention, Climate and Culture, Data Use, ILT, Social studies, Cycles of professional learning, MTSS, Literacy/Reading, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Intervention, Climate and Culture, Data Use, Social studies, Cycles of professional learning</p>	Admin, ILT	Aug 22, 2016	Jun 23, 2017	On-Track
<p>✦ Schoolwide data tracking workshops for students Tags: MTSS, Math, Science, Core Instruction, Arts, Diverse Learners, Assessment, Curriculum Design, Attendance, Intervention, Climate and Culture, Data Use, ILT, Social studies, Cycles of professional learning, Data Use, Data, Academic gain</p>	ILT, Grade-level, and Admin	Sep 5, 2016	Jul 20, 2017	Behind
<p>✦ * Introduce PBL to ILT and develop theme like and school wide PBL activities and time line. Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, ILT, Project-based learning, Instruction, Restorative approaches, MTSS, Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, ILT, Project-based learning, Personalized Learning, Instruction</p>	Admin, ILT, Teacher Teams	Aug 29, 2016	Sep 30, 2016	On-Track
<p>✦ * Comprehensive/Hands-on Professional Development for teachers on PBL and strategies Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, ILT, Project-based learning, Instruction, Restorative approaches, MTSS, Core Instruction, Assessment, Curriculum Design, Instructional Coaching, ILT, Project-based learning, Personalized Learning, Instruction</p>	Admin, ILT, Teacher Teams	Sep 12, 2016	Oct 21, 2016	On-Track
<p>✦ * Introduce PBL and the new LI strategies (Speaking and Reasoning) to students and other stakeholders Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, ILT, Project-based learning, Instruction, Restorative approaches, MTSS, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Instructional Coaching, ILT, Project-based learning, Instruction, Cycles of professional learning</p>	Admin, ILT, Teacher Teams	Aug 29, 2016	Sep 2, 2016	On-Track
<p>✦ * Create calendar for on-going PD for teachers Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, ILT, Project-based learning, Instruction, Restorative approaches, Assessment, Instructional Coaching, Data Use, ILT, Cycles of professional learning</p>	Admin, ILT	Aug 1, 2016	Aug 31, 2016	On-Track
<p>✦ * Monitor PBL process through FILWS, informal observations, and side by side coaching sessions for teachers Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, ILT, Project-based learning, Instruction, Restorative approaches, Core Instruction, Assessment, Curriculum Design, Instructional Coaching, Data Use, Teacher Teams/Collaboration, Project-based learning, Cycles of professional learning</p>	Admin, ILT, Teacher Teams	Sep 5, 2016	Jun 23, 2017	On-Track
<p>✦ * Create schedule and conduct side by side coaching and feedback sessions for teachers Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, ILT, Project-based learning, Instruction, Restorative approaches, Core Instruction, Diverse Learners, Professional Learning, Instructional Coaching, Data Use, Project-based learning, Personalized Learning, Instruction, Cycles of professional learning</p>	Admin	Sep 5, 2016	Sep 30, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ * Publicly display students' work and introduce work to the community (quarterly showcase)</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, ILT, Project-based learning, Instruction, Restorative approaches, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Project-based learning</p>	Admin, ILT, Teacher Teams	Oct 31, 2016	Nov 11, 2016	Not started
<p>✦ Retain a technology coordinator who will ensure that tech equipment is in working condition and who will also train staff members on the use of technology.</p> <p>Tags: MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Curriculum Design, Professional Learning, Attendance, College Access and Persistence, Climate and Culture, ILT, Project-based learning, Instruction, Restorative approaches, Assessment, College Access and Persistence, Climate and Culture, Teacher Teams/Collaboration, Technology professional</p>	Admin	Aug 29, 2016	Jun 21, 2017	Completed
<p>✦ Develop a school-wide set of behavior expectations and responses that incorporate the use of restorative practices</p> <p>Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, Data Use, Teacher Teams/Collaboration, Student Health & Wellness, Cycles of professional learning, Restorative approaches, Attendance, Behavior and Safety, Climate and Culture, SEL, Teacher Teams/Collaboration, Student Health & Wellness, Restorative approaches</p>	Admin, ILT, Teacher Teams, Dean, SEL Team, Community Partners	Aug 29, 2016	Sep 2, 2016	On-Track
<p>✦ Post school-wide behavior expectations in all common areas of the school and classrooms.</p> <p>Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, Data Use, Teacher Teams/Collaboration, Student Health & Wellness, Cycles of professional learning, Restorative approaches, Attendance, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches</p>	SEL Team, Teacher Teams, Community Partners	Aug 29, 2016	Sep 2, 2016	On-Track
<p>✦ Disseminate a copy of school-wide expectations to parents</p> <p>Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, Data Use, Teacher Teams/Collaboration, Student Health & Wellness, Cycles of professional learning, Restorative approaches, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Student Health & Wellness</p>	SEL Team	Sep 5, 2016	Sep 5, 2016	On-Track
<p>✦ Develop a step by step referral system for Tier 2 and Tier 3 supports that focuses on identifying the root cause of student behavior as well as triggers</p> <p>Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, Data Use, Teacher Teams/Collaboration, Student Health & Wellness, Cycles of professional learning, Restorative approaches, MTSS, Diverse Learners, Intervention, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Data Use, Student Health & Wellness, Restorative approaches</p>	SEL Team, Dean, Admin, Community Partners	Aug 29, 2016	Sep 30, 2016	On-Track
<p>✦ Develop a peer jury that will help to mediate Group 1 and 2 behaviors/conflicts. This group will also facilitate peace circles as a problem solving strategy.</p> <p>Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, Data Use, Teacher Teams/Collaboration, Student Health & Wellness, Cycles of professional learning, Restorative approaches, MTSS, Diverse Learners, Intervention, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Restorative approaches</p>	SEL Team, Dean, Admin, Community Partners, Students	Oct 3, 2016	Nov 3, 2016	Behind
<p>✦ Leverage the support of community partners to provide 1-1 and group counseling to our students</p> <p>Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, Data Use, Teacher Teams/Collaboration, Student Health & Wellness, Cycles of professional learning, Restorative approaches, MTSS, Diverse Learners, Intervention, Behavior and Safety, Climate and Culture, Family and Community Engagement, Data Use, Student Health & Wellness, Restorative approaches</p>	SEL Team, Dean, Teacher Teams, Admin, Community Partners	Sep 5, 2016	Jun 22, 2018	On-Track
<p>✦ Develop a calendar for reviewing discipline data and assessing the effectiveness of restorative practices</p> <p>Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, Data Use, Teacher Teams/Collaboration, Student Health & Wellness, Cycles of professional learning, Restorative approaches, MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness</p>	SEL Team, Dean, Admin, Community Partners	Aug 29, 2016	Sep 2, 2016	Behind
<p>✦ Provide on-going professional development that focuses on behavior management and relationship building</p> <p>Tags: MTSS, Attendance, Intervention, Behavior and Safety, Climate and Culture, Data Use, Teacher Teams/Collaboration, Student Health & Wellness, Cycles of professional learning, Restorative approaches, MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Data Use, Student Health & Wellness, Cycles of professional learning</p>	Admin, Dean, SEL Team, Teacher Teams	Aug 29, 2016	Jun 22, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Increase the attendance related signage throughout the building including charts that mark the weekly progress of each grade level and the school overall. This signage will also communicate the attendance goals for the school.</p> <p>Tags: Attendance, Climate and Culture, Academics, Post secondary, Attendance, Climate and Culture, Family and Community Engagement, On track, Grade level meetings, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff</p>	Admin, Attendance Team, Grade Level Teams	Aug 29, 2016	Jun 30, 2017	On-Track
<p>✦ Launch a communication campaign focused on informing parents and students about the importance of good attendance and how it impacts overall academic performance.</p> <p>Tags: Attendance, Climate and Culture, Academics, Post secondary, Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, On track, Grade level meetings, Student engagement, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff</p>	Admin, Attendance Team, Grade Level Teams	Aug 29, 2016	Jun 30, 2017	On-Track
<p>✦ Create system of recognizing good staff and student attendance on a weekly and monthly basis.</p> <p>Tags: Attendance, Climate and Culture, Academics, Post secondary, Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, On track, Grade level meetings, Student engagement, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff</p>	Admin, Attendance Team, Grade Level Teams	Aug 29, 2016	Jun 30, 2017	On-Track
<p>✦ Institute quarterly awards ceremonies that recognize achievement in the areas of academics and attendance.</p> <p>Tags: Attendance, Climate and Culture, Academics, Post secondary, Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, On track, Grade level meetings, Student engagement, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff</p>	Admin, Attendance Team, Grade Level Teams	Aug 29, 2016	Jun 30, 2017	On-Track
<p>✦ Provide department and Grade Level heads with weekly student attendance data and require that all department and grade level meetings address student attendance.</p> <p>Tags: Attendance, Climate and Culture, Academics, Post secondary, Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, On track, Grade level meetings, Student engagement, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff</p>	Admin, Attendance Team Lead	Aug 29, 2016	Jun 30, 2017	On-Track
<p>✦ Create cohorts of students based on past attendance data and assign those students to staff mentors who will check in with them either daily, weekly, or bi-weekly depending on their past attendance patterns</p> <p>Tags: Attendance, Climate and Culture, Academics, Post secondary, Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, On track, Grade level meetings, Student engagement, Shared leadership, Best practice, Data analysis, Expectations, Data tracking, School wide staff</p>	Admin, Teachers, non-teaching staff members	Aug 29, 2016	Jun 30, 2017	On-Track
<p>✦ Partner with a community organization to reach out to students who are high risk for chronic truancy and absenteeism</p> <p>Tags: Attendance, Climate and Culture, Academics, Post secondary, Attendance, Family and Community Engagement, Data Use, Parental involvement, On track, Best practice, Expectations</p>	Admin, Attendance Team, CBO	Aug 29, 2016	Jun 30, 2017	Behind
<p>✦ Retain a counseling assistant who will be responsible for monitoring daily attendance input and who will be responsible for correcting attendance errors.</p> <p>Tags: Attendance, Climate and Culture, Academics, Post secondary, Attendance, Data tracking, Attendance plan</p>	Admin	Aug 29, 2016	Jun 21, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

The parents at Manley Career Academy will participate on the Local School Council and the PTA. This will provide the school the opportunity for reviews of the school and to seek feedback from parents via surveys.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

Manley Career Academy will host annual and ongoing PAC meetings to address the needs of parents. Additionally, parents will be informed via email, twitter, and robo calls on any or all upcoming events within the school. The parent annual meeting was held Sept 20 @ 5:30 and the Parent Organization meet was held on Sept 20, @ 5:45 pm

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

All parents will be notified with a letter or robo call before the school year begins and provided information during registration. Parents will have the opportunity to register during report card pick up for parent portal and during scheduled conferences with teachers. Therefore, parents can monitor his or her child's grades and attendance.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

Manley Career Academy will review, consider and implement any appropriate suggestions.

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.

Parents will be provided State Assessments scores, including PARCC and SAT. Additionally, parents will be informed about students benchmark scores.

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 of highly qualified will be sent home if their child is being taught by a teacher who is not highly qualified.

Schools will assist parents of participating NCLB 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 provided information during registration and 1st quarter parent report card pick up. Additionally, parents will be informed during Principal State of Address as well.

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

Manley Career Academy will host ongoing parent training sessions afterschool and participate in Parent University activities. The members of the PAC will be informed whenever there are annually meetings involving student achievement.

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

Manley Career Academy will provide staff with appropriate training during professional development. Staff will submit weekly call logs to administration to make phone call home to parents to update them on their child's academic progress, which includes attendance and academics. Staff will notify parents of events such as Winter Holiday Celebrations and Feeding the Homeless.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

N/A

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

All information will be written in an understandable and friendly language.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

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.)

The mission of Manley Career Academy is to prepare all students for college and career through a rigorous academic and career-education program. Manley will provide a school environment with high expectations and high standards around the core values of Respect, Responsibility, and Reflection. Students, staff, parents, and community partners will work together so that all students learn at high levels of achievement. The vision of Manley Career Academy is to produce students who think critically, question and strive to improve themselves and their community. Our goal is to prepare life-long learners who are grounded by the core values of Respect, Responsibility, and Reflection. Our purpose is to develop responsible citizens that are prepared for the rigors of the college and career experience

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

Parent conferences will be held on CPS scheduled report card pick days, with two additional parent conferences opportunities schedule for the second and fourth quarters. Parent conferences are also scheduled as a regular part of individual academic improvement plans developed by the student, his/her teacher team, counselor and parent. The parent conference/organization meeting was held on Sept 20, 2016 @ 5:45 pm. The Title one meeting was held on Sept 20, 2016 directly after the organization meeting.

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

Teachers will assess and give bi-weekly benchmark reports that will be shared with students and their parents. Also, 5 week progress reports will be given to students and reminders will be sent out to all parents. Additionally, all students will receive personal learning plans that will concentrate on their academic, behavior, and attendance goals each semester.

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

Conferences requests are made through the counselor department and scheduled during teachers free/lunch periods, if a parent is not available before or after school

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

Parents are welcome to visit the school at any time to observe their student. They must check in the main office. Parents are allowed to volunteer to chaperoned on field trips and during school activities. We have also have a parent who has volunteer to work in the library so that students can obtain books.

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

Parent will be part of each student individual improvement academic plan by reviewing the PLPs each semester.

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 participate in the Local School Council and the PAC. Additionally, parents are welcome to meet with the principal during the school hours.

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).

Student will be a part of the development of his/her individual academic improvement plan each semester by grade level lead teachers.

Parent Budget

Complete

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

The PAC will meet monthly to discuss school-wide strategies and to create plans of actions that will help increase student achievement and parent participation. The PAC will determine training and activities during the initial Title 1 meeting. The PAC meeting was held on Sept 20, 2016 @ 5:45 pm

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	\$ 500 .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.	\$ 350 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .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)	\$ 250 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS	\$ 500 .00

Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$	409	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00
