



George Manierre Elementary School (/school-plans/279) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
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02/29/2016

Derrick Orr, Tinishi Davis, Bridget Montgomery, Mildred Walton, Leah Lossin, Ian Stone, Abena Story, Susan Spadoro, Bradley Dineen, Kristan Beck, Michelle Weiss, Etha Meeks, Margarita Miranda, Carmelita Reaves, Malika Hampton, and Karlyn Harris

Review the new CIWP and School Excellence Framework

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.

1 2 3 4

Data driven decisions are made in collaborative grade level meetings. Direction and purpose of the school's vision is strong and focused. The vision is shared with our community partners. Stakeholders (i.e. ILT, teachers, administrators, community partners) are taking on responsibility to bring the community together for community and school-wide events.

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

Instructional Leadership Team:

Score

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.

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Regular meetings have started and are data focused and driven. The ILT is working on bringing what is discussed in the meetings to community stakeholders, professional developments and collaborative learning opportunities.

### 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"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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:

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.

Score

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Peer-led and outside partner coaching is strong. Collaboration and implementation of professional learning is increasing across grade levels. Ample amounts of professional learning and professional development time are available and utilized.

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

### 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

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Programs outside of the general education curriculum are aligned to meet student needs (ie. supplemental math instruction, STEAM instruction, Literacy Intervention based on RIT, WITTS, Sit Stay Read, marine biology program). Staff experiences low turn-over. More teacher buy-in on designation of resources would strengthen this area.

### 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
Measures	✓ 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	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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

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Curriculum is aligned to the Common Core. Teachers are becoming more fluent in applying specific standards to lessons. Teachers are following appropriate sequencing and pacing guides. Students are regularly exposed to learning opportunities outside of the classroom through various academic field trips and clubs. Increasing numbers of teachers are utilizing Teaching Strategies GOLD (Pre-K), DIBELS (K-2) and NWEA(5-8) sub-goal scores to appropriately group students and differentiate learning opportunities for all students.

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

### 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

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School-wide, the use of individualized, Common Core aligned, differentiated materials is strong (ie. Think Through Math, I-Ready, Khan Academy, Moby Max, Read Works, Starfall, Promethean Planet). Resources are used intentionally and with purpose. Resources that teachers find supplement and bolster the Common Core curriculum.

## 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"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment  <a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

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)

Score

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Tasks are aligned to student needs and are at their instructional level. Creating a growth mindset school-wide, surpassing this instructional level, would help our achievement. Teachers should work on increasing the cognitive demand by adding the use of rubrics and scaffolding to grow the instances of student perseverance.

### 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Transitions, College & Career Access & Persistence:

Score

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)

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All 7th and 8th grade students attend the High School Fair and parents attend a High School Readiness Workshop. Students also participate in High School Investigation Days. Teachers actively promote college opportunities by adopting a college for classroom activities and doing college tours. Manierre partners (Holiday Inn, Junior Achievement, and History Makers) provide information about burgeoning careers students may be interested in pursuing. Students are exposed to career opportunities through STEM field trips and summer employment. Eighth graders are encouraged to apply to a variety of programs such as Career Technical Education and International Baccalaureate.

## Guide for Transitions, College & Career Access & Persistence

- **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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	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

Teachers engage in peer-to-peer learning opportunities (learning walks, peer modeling, and grade level meetings with a focus on math talks and gradual release of responsibility). Teachers are videotaped for the purposes of self reflection. Lesson plans are regularly submitted with scaffolded lessons to ensure student engagement and increasing cognitive demand. GRR is being implemented in the classrooms in order for students to deeply grasp concepts with fidelity.

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

### 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

The check-in/check-out system is part of student personal learning plans. The school tracks and monitors On Track data to provide support for students at risk for failure and/or truancy. The school informs parents of student progress. Classroom learning environments are customized to enhance the individual student experience using technology, grouping, and a variety of least restrictive environments. Blended learning opportunities are employed in classrooms. Teachers follow student accommodations and modifications.

### 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
	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Measures	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	<a href="#">1.a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1.b. Demonstrating Knowledge of Students</a>
	<a href="#">1.d. Designing Coherent Instruction</a>
	<a href="#">2.d. Managing Student Behavior</a>
	<a href="#">3.d. Using Assessment in Instruction</a>
	<a href="#">3.e. Demonstrating Flexibility and Responsiveness</a>
CPS Performance Standards for School Leaders	<a href="#">4.b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

Score

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.

1 2 3 4

The Multi-Tiered System of Supports process is being closely monitored and documentation is being used to place students in appropriate groups based on their needs. Rubrics are being regularly used to ensure a fair and just approach to grading. Assessments are utilized with purpose and reflected upon to adjust curriculum. Teachers are encouraged to bring common assessments to grade level meetings. District mandated assessments and teacher selected/created assessments are utilized effectively. A variety of assessments are used for multiple purposes (i.e. exit slips, online assessments, district testing and diagnostics).

### 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 (CCSR).
  - 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	✓ 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	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	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

Teachers invest time ensuring student buy-in of the material by cultivating motivation through relevant learning goals. Teachers are conferencing with students on their individual and class learning goals. Students are encouraged to take pride in their work and multiple opportunities are available to allow students to achieve at the highest level. Praise and effort are frequently given. Students, through compliments and perseverance, are encouraged to build a growth mindset.

## 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
Evidence	✓ 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	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

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.

### Score

1 2 **3** 4

High levels of relational trust exists between all school members. The vast majority of students have someone other than their general education teacher whom they trust. These relationships are cultivated with the entire family, and parents trust the decisions of teachers and administrators. Teachers work well together and respect the need to act professionally. Teachers encourage students to respect each other. The Coca-Cola Valued Youth Program provides opportunities for eighth grade students to mentor younger students.

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

### 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 have abundant choices for extracurricular activities both before and after school. Students are also involved in programs that benefit the community through service learning (beach clean-ups, Iron Oaks, We Day, community beautification, and recycling). Students have equitable access to rigorous classes such as Accelerated Math, STEM Lab, Science Club, Literacy Intervention, Blended Learning Afterschool programs. Allowing student choice and decisions within the school through use of a peer jury, or a student council, is a goal we are working towards.

## 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"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

The Culture and Climate Committee developed and trained school staff on a school-wide handbook that establishes positive school climate and culture expectations. During the first twenty days, teachers gradually release common expectations of student behaviors. School wide student behavioral expectations are posted throughout the building and are referenced, taught, and enforced in a way that minimally disrupts learning. Students have safe spaces throughout the building. Teachers follow a hierarchy in submitting discipline referrals and are aware of the actions that lead to said referrals. The Ned Show teaches students Anti-bullying tactics.

### 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	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

**Restorative Approaches to Discipline:**

Score

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.

1 2 3 4

Through a partnership with DePaul counseling, this area is emerging. Social emotional learning is beginning to make its way into the classrooms by utilizing an adaptation of a positive behavior incentive system, advisory time, and peace circles. Teachers are made aware of the progression and outline of a restorative conversations and are practicing them regularly. Teachers use behavior contracts. All staff members receive professional development on restorative practices. Positive behaviors, monitored by Class Dojo, are rewarded regularly with special incentives, and trips to the school store.

**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 Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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:**

Score

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

1 2 3 4



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.

Class dojo is used as a tool for parent communication. Parent informational meetings and workshops are conducted regularly, established through a monthly calendar. Parents are contacted regularly via emails, texts, phone calls, and flyers and are encouraged to take an active role in their child's education and the school community. Parents have access to Parent Portal.

## 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	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

## School Excellence Framework Priorities

Score      Framework dimension and category

Area of focus ○= Not of focus

2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Culture for Learning	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	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: 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: Instruction	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: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Adequate progress is expected to be 5%. When looking at the district growth goals, 5% is reasonable and keeps Manierre on track with the district. Continuous forward progress is the norm.	14.00	60.00	65.00	70.00
<b>National School Growth Percentile - Math</b>				
Adequate progress is expected to be 5%. Continuous forward progress is the norm. Eighteen percent increase is based on a desire to stay above the 50th percentile.	52.00	36.00	55.00	60.00

% of Students Meeting/Exceeding National Ave Growth Norms

Students are being pushed to grow at Manierre. Based on our past NWEA data and our positive upwards trend, this is a reasonable goal.

49.80

(Blank)

60.00

63.00

**African-American Growth Percentile - Reading**

Literacy is a focus at Manierre. We have greatly increased student scores from SY14-15 to SY15-16. We are committed to continuing our growth based on our focus on our literacy support programs such as I-Ready, Big Universe, Reading In Motion, Sit Stay Read, NewsELA, ReadWorks.org, Reading A-Z, and WITS. Differentiated reading instruction and the use of the Gradual Release of Responsibility teaching strategy includes students in the learning process. Additionally, this prepares our students to become independent, critically thinking, intrinsically motivated, 21st century learners.

13.00

60.00

70.00

75.00

**Hispanic Growth Percentile - Reading**

N/A

(Blank)

(Blank)

0.00

0.00

**English Learner Growth Percentile - Reading**

N/A

(Blank)

(Blank)

0.00

0.00

**Diverse Learner Growth Percentile - Reading**

IEP goals are being written based on NWEA sub-goal data in the student's area of greatest need. Increased focus on gradual release of instruction, differentiated instruction, student learning centers, and a student's best Least Restrictive Environment (LRE) will increase growth capacity.

86.00

66.00

70.00

75.00

**African-American Growth Percentile - Math**

Math is a focus at Manierre because from SY14-15 to SY15-16 student scores dropped 8 percentage points. Manierre is focusing on providing differentiated instruction in math so that we will continue to grow our scores. Our focus is on our mathematics support programs such as Khan Academy, Think Through Math, Advanced Math, Algebra, IXL, Eriikson. Mathematical practices are infused in daily instructional practices to prepare students for a rigorous high school curriculum. Math Talks and Problems of the Month have increased the rigor (levels of cognitive demand) and continuity of mathematical instruction between the grade levels at Manierre and Ferguson CPC.

47.00

39.00

55.00

60.00

**Hispanic Growth Percentile - Math**

N/A

(Blank)

(Blank)

0.00

0.00

**English Learner Growth Percentile - Math**

N/A

(Blank)

(Blank)

0.00

0.00

**Diverse Learner Growth Percentile - Math**

IEP goals are being written based on NWEA sub-goal data in the student's area of greatest need. Increased focus on gradual release of instruction, differentiated instruction, student learning centers, and a student's best Least Restrictive Environment (LRE) will increase growth capacity.

95.00

26.00

70.00

75.00

**National School Attainment Percentile - Reading (Grades 3-8)**

Teachers regularly conference with students about their test scores and set growth goals to move them towards attainment. Teachers are focused on quartile movement and pushing students into the exceeds quartile.

3.00

8.00

13.00

18.00

**National School Attainment Percentile - Math (Grades 3-8)**

Teachers regularly conference with students about their test scores and set growth goals to move them towards attainment. Student groups are differentiated and receive advanced math classes and algebra.

17.00

19.00

24.00

29.00

**National School Attainment Percentile - Reading (Grade 2)**

Teachers receive professional development on deep data dives to translate mClass and DIBELS into NWEA attainment goals and learning expectations.	2.00	57.00	65.00	70.00
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**National School Attainment Percentile - Math (Grade 2)**

Teachers receive professional development on deep data dives to translate mClass and DIBELS into NWEA attainment goals and learning expectations.	14.00	32.00	37.00	42.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

N/A	(Blank)	(Blank)	0.00	0.00
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**Average Daily Attendance Rate**

Attendance incentives have increased. Students are receiving perfect attendance awards, attendance raffles, classroom acknowledgments, and are participating in a before school program to lower truancy rates.	94.40	94.70	95.20	96.00
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**My Voice, My School 5 Essentials Survey**

In the area of Supportive Environment, Manierre will implement a New Student Adjustment cohort group to assist students in transitioning from a former school to Manierre, their new school. Professional development is planned and implemented to build student-teacher mutual respect/trust/civility among each other.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
3rd-8th grade On-Track %: Reading				
Manierre has always focused on the growth targets of our students. There is a great variance of student levels of achievement at Manierre and the Attainment scores are lower than district norms. Manierre students have much room to grow and the teachers are committed to aiding this growth. This metric will provide a good benchmark for evaluating student progress.	(Blank)	38.10	45.00	50.00
3rd-8th grade On-Track %: Math				
Manierre has always focused on the growth targets of our students. There is a great variance of student levels of achievement at Manierre and the Attainment scores are lower than district norms. Manierre students have much room to grow and the teachers are committed to aiding this growth. This metric will provide a good benchmark for evaluating student progress.	(Blank)	44.70	50.00	55.00
Restorative Practices: Out of school Suspension reduction (instances)				
To reduce the out of school suspension rate, Manierre is focusing on restorative practices. Manierre is utilizing SEL programs such as Second Step, check-in check-out intervention, peace circles, MTSS, and restorative language. Our hope is that social emotional education will reduce our suspension rate.	27.00	16.00	8.00	0.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
vertical alignment of the curriculum.	curriculum consistency across the grade levels coupled with increased teacher collaboration.	higher levels of student growth and attainment in ELA and Mathematics.

Tags:

Teacher Teams/Collaboration, Academic gain, Aligned resources, Communication, Culture of learning, Standards-based instruction, Vertical aligned, Curriculum maps, Growth mindset, Instructional planning, Scope and sequence

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Vertically align the curriculum by creating scope and sequence curriculum maps through lesson planning.

Teacher grade level teams

Aug 31, 2016 to Jun 30, 2017

Meetings are progressing as planned. School has a check-back plan to ensure the efficiency. Progress monitoring is being performed.

Not started

**Teacher Teams/Collaboration, Academic gain, Aligned resources, Communication, Culture of learning, Standards-based instruction, Vertical aligned, Curriculum maps, Growth mindset, Instructional planning, Scope and sequence**

### Strategy 2

If we do...

differentiation of instruction based on Teaching Strategies Gold, mClass and NWEA sub-goals to create homogenous groupings

...then we see...

increased student motivation and engagement with grade level standards at the student's instructional level

...which leads to...

higher levels of student growth and attainment

Tags:

Instructional practices, Interventions, Academic gain, Differentiated instruction, Ccss, Progress monitoring, Classroom rigor, Culture of learning, Academic expectations, Growth mindset, Data analysis, Academic supports, Data driven instruction, Approaches to teaching and learning, Inclusion, Universal design for learning

Area(s) of focus:

2

Action step

Responsible

Timeframe

Evidence for status

Status

Create student groups based on Teaching Strategies Gold, mClass and NWEA sub-goals and differentiate lessons around these groups.

All teachers

Aug 31, 2016 to Jun 30, 2017

Meetings are progressing as planned. School has a check-back plan to ensure the efficiency. Teachers have the school-wide data and have had professional developments to manipulate it.

Not started

**Instructional practices, Interventions, Academic gain, Differentiated instruction, Ccss, Progress monitoring, Classroom rigor, Culture of learning, Academic expectations, Growth mindset, Data analysis, Academic supports, Data driven instruction, Approaches to teaching and learning, Inclusion, Universal design for learning**

### Strategy 3

If we do...

use a restorative mindset and restorative language both to promote positive classroom environments and address student conflict

...then we see...

fewer incidences of student behavior interrupting the daily lessons, community building in the classroom, and student repairing of harm when there are incidences of conflict and misconduct.

...which leads to...

a safe, positive, and supportive learning environment.

Tags:

Behavior and Safety, Family and Community Engagement, Student Health & Wellness, Restorative approaches, School climate, Community, Reflection, Accountability, Behavior supports, Collective responsibility

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Progressive discipline system using Restorative Conversations, peace circles, and the Behavior Intervention Center (BIC).	BIC supervisor, Culture and Climate Committee	Aug 31, 2016 to Jun 30, 2017	Meetings are progressing as planned. The Culture and Climate Committee meets to discuss creating the discipline handbook.	On-Track

**Behavior and Safety, Student Health & Wellness, Restorative approaches, Community, Reflection, Behavior supports**

develop structure for morning meetings (into which SEL curriculum and restorative practices can be introduced)	Teachers, counselor	Aug 31, 2016 to Jun 30, 2017	School has applied to be part of the Office of Social Emotional Learning's i3 grant. Second Step or Calm Classroom curriculum will be provided and teachers will have trainings.	Not started
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**Behavior and Safety, SEL, Student Health & Wellness, Restorative approaches, School climate, Community, Reflection**

Teaching, modeling, and reinforcing positive behaviors using an incentive system.	Culture and Climate Committee, Teachers, ESPs, Security, Administration, Volunteers	Aug 31, 2016 to Jun 30, 2017	Teachers are actively using the positive behavior system that leads to student incentives. Behavioral data from Dashboard is being utilized.	On-Track
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**Behavior and Safety, SEL, Student Health & Wellness, Restorative approaches, School climate, Community, Reflection**

Professional Development and peer trainings on classroom based restorative practices.	Teachers, administration, DePaul faculty, Network support	Aug 31, 2016 to Jun 30, 2017	Teachers have received professional development and will be responsible for leading peer professional development next school year.	On-Track
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**Behavior and Safety, SEL, Student Health & Wellness, Restorative approaches, Restorative justice, School climate, Community, Reflection**

Develop a teaming structure to support students in need of tier 2 and tier 3 behavioral interventions (e.g. check-in/check-out, small counseling groups).	DePaul Family and Community Services, counselor, social worker, psychologist	Aug 31, 2016 to Jun 30, 2017	Structures are in place for the check-in/check-out staff. Behavioral data from Dashboard is being utilized.	On-Track
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**Behavior and Safety, SEL, Student Health & Wellness, Restorative approaches, School climate, Community, Reflection**

Teachers will receive PD to guide the implementation of SEL curriculum	Teachers	Aug 29, 2016 to Jun 30, 2017	Teachers will be completing said professional development.	On-Track
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**Strategy 4**

If we do...	...then we see...	...which leads to...
monitor daily student attendance and positively	the rate of student attendance improves	a higher percentage of students in front of

reinforce it

teachers who are providing high quality instruction.

Tags:

Acceleration, School culture climate, College and career, Positive behavior supports, Student attendance, Attendance rate, Academic achievement, Attendance interventions, Attendance incentives, Academic performance

Area(s) of focus:

Action step	Responsible	Timeframe	Evidence for status	Status
daily monitoring	Teachers	Sep 6, 2016 to Jun 30, 2017	Teachers input attendance into gradebook, incentives are in place for perfect attendance for the month. Students receive Class Dojo points for attendance.	On-Track

**Attendance, Attendance plan, Attendance rate, Attendance interventions, Attendance incentives**

weekly recognition	Teachers and administration.	Sep 6, 2016 to Jun 30, 2017	Teachers log student attendance and recommend "shout outs" and acknowledgments to administration. Students are recognized on attendance boards outside of classrooms.	On-Track
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**Attendance, Attendance plan, Attendance rate, Attendance interventions, Attendance incentives**

monthly: prize raffles, school store, celebrations	Teachers, Culture and Climate Committee	Sep 6, 2016 to Jun 30, 2017	Teachers track attendance using class dojo and students are awarded "paws" for use at the school store. Teachers have the ability to have a party for those students who have perfect monthly attendance.	On-Track
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**Attendance, Attendance plan, Attendance rate, Attendance interventions, Attendance incentives**

before and after school activities	PE teacher, teachers, Counselor/Case Manager, outside partners	Sep 6, 2016 to Jun 30, 2017	We have at our school, to support student desire to come: After school award programs, morning intramural basketball, SEL counseling groups, high school readiness, dance, and other exploratory activities.	On-Track
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**Attendance, Attendance plan, Attendance rate, Attendance interventions, Attendance incentives**

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Vertically align the curriculum by creating scope and sequence curriculum maps through lesson planning.</p> <p>Tags: Teacher Teams/Collaboration, Academic gain, Aligned resources, Communication, Culture of learning, Standards-based instruction, Vertical aligned, Curriculum maps, Growth mindset, Instructional planning, Scope and sequence, Teacher Teams/Collaboration, Academic gain, Aligned resources, Communication, Culture of learning, Standards-based instruction, Vertical aligned, Curriculum maps, Growth mindset, Instructional planning, Scope and sequence</p>	Teacher grade level teams	Aug 31, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Create student groups based on Teaching Strategies Gold, mClass and NWEA sub-goals and differentiate lessons around these groups.</p> <p>Tags: Instructional practices, Interventions, Academic gain, Differentiated instruction, Ccss, Progress monitoring, Classroom rigor, Culture of learning, Academic expectations, Growth mindset, Data analysis, Academic supports, Data driven instruction, Approaches to teaching and learning, Inclusion, Universal design for learning, Instructional practices, Interventions, Academic gain, Differentiated instruction, Ccss, Progress monitoring, Classroom rigor, Culture of learning, Academic expectations, Growth mindset, Data analysis, Academic supports, Data driven instruction, Approaches to teaching and learning, Inclusion, Universal design for learning</p>	All teachers	Aug 31, 2016	Jun 30, 2017	Not started
<p>✦ Progressive discipline system using Restorative Conversations, peace circles, and the Behavior Intervention Center (BIC).</p> <p>Tags: Behavior and Safety, Family and Community Engagement, Student Health &amp; Wellness, Restorative approaches, School climate, Community, Reflection, Accountability, Behavior supports, Collective responsibility, Behavior and Safety, Student Health &amp; Wellness, Restorative approaches, Community, Reflection, Behavior supports</p>	BIC supervisor, Culture and Climate Committee	Aug 31, 2016	Jun 30, 2017	On-Track
<p>✦ develop structure for morning meetings (into which SEL curriculum and restorative practices can be introduced)</p> <p>Tags: Behavior and Safety, Family and Community Engagement, Student Health &amp; Wellness, Restorative approaches, School climate, Community, Reflection, Accountability, Behavior supports, Collective responsibility, Behavior and Safety, SEL, Student Health &amp; Wellness, Restorative approaches, School climate, Community, Reflection</p>	Teachers, counselor	Aug 31, 2016	Jun 30, 2017	Not started
<p>✦ Teaching, modeling, and reinforcing positive behaviors using an incentive system.</p> <p>Tags: Behavior and Safety, Family and Community Engagement, Student Health &amp; Wellness, Restorative approaches, School climate, Community, Reflection, Accountability, Behavior supports, Collective responsibility, Behavior and Safety, SEL, Student Health &amp; Wellness, Restorative approaches, School climate, Community, Reflection</p>	Culture and Climate Committee, Teachers, ESPs, Security, Administration, Volunteers	Aug 31, 2016	Jun 30, 2017	On-Track
<p>✦ Professional Development and peer trainings on classroom based restorative practices.</p> <p>Tags: Behavior and Safety, Family and Community Engagement, Student Health &amp; Wellness, Restorative approaches, School climate, Community, Reflection, Accountability, Behavior supports, Collective responsibility, Behavior and Safety, SEL, Student Health &amp; Wellness, Restorative approaches, Restorative justice, School climate, Community, Reflection</p>	Teachers, administration, DePaul faculty, Network support	Aug 31, 2016	Jun 30, 2017	On-Track
<p>✦ Develop a teaming structure to support students in need of tier 2 and tier 3 behavioral interventions (e.g. check-in/check-out, small counseling groups).</p> <p>Tags: Behavior and Safety, Family and Community Engagement, Student Health &amp; Wellness, Restorative approaches, School climate, Community, Reflection, Accountability, Behavior supports, Collective responsibility, Behavior and Safety, SEL, Student Health &amp; Wellness, Restorative approaches, School climate, Community, Reflection</p>	DePaul Family and Community Services, counselor, social worker, psychologist	Aug 31, 2016	Jun 30, 2017	On-Track
<p>✦ Teachers will receive PD to guide the implementation of SEL curriculum</p> <p>Tags: Behavior and Safety, Family and Community Engagement, Student Health &amp; Wellness, Restorative approaches, School climate, Community, Reflection, Accountability, Behavior supports, Collective responsibility</p>	Teachers	Aug 29, 2016	Jun 30, 2017	On-Track
<p>✦ daily monitoring</p> <p>Tags: Acceleration, School culture climate, College and career, Positive behavior supports, Student attendance, Attendance rate, Academic achievement, Attendance interventions, Attendance incentives, Academic performance, Attendance, Attendance plan, Attendance rate, Attendance interventions, Attendance incentives</p>	Teachers	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ weekly recognition</p> <p>Tags: Acceleration, School culture climate, College and career, Positive behavior supports, Student attendance, Attendance rate, Academic achievement, Attendance interventions, Attendance incentives, Academic performance, Attendance, Attendance plan, Attendance rate, Attendance interventions, Attendance incentives</p>	Teachers and administration.	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ monthly: prize raffles, school store, celebrations</p> <p>Tags: Acceleration, School culture climate, College and career, Positive behavior supports, Student attendance, Attendance rate, Academic achievement, Attendance interventions, Attendance incentives, Academic performance, Attendance, Attendance plan, Attendance rate, Attendance interventions, Attendance incentives</p>	Teachers, Culture and Climate Committee	Sep 6, 2016	Jun 30, 2017	On-Track



District priority and action step	Responsible	Start	End	Status
<p>✦ before and after school activities</p> <p>Tags: Acceleration, School culture climate, College and career, Positive behavior supports, Student attendance, Attendance rate, Academic achievement, Attendance interventions, Attendance incentives, Academic performance, Attendance, Attendance plan, Attendance rate, Attendance interventions, Attendance incentives</p>	PE teacher, teachers, Counselor/Case Manager, outside partners	Sep 6, 2016	Jun 30, 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.

During the annual P.A.C. meeting, the progress of the 2014-16 CIWP: the No Child Left Behind Title I Parental Involvement Plan and Policy was presented. At that time, parents reviewed plans and made suggestions. A copy of the plan is available the office upon parent request. A survey was sent home for parents to make suggestions.

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

Manierre Elementary School held an annual meeting; the principal and LSC Chairperson spoke to parents. This has occurred on Report Card Pick-up day. Parents were notified of the school mandate and participation in the No Child Left behind specifying their rights and requirements of the program.

The school's P.A.C. meetings are held on the third Wednesday of each month from 4:00 p.m. - 6:00 p.m. Special P.A.C. meetings are also called from 4:00 p.m. - 5:00 p.m. at least three times a year. Postings and notices are posted in the Ready to Learn: early childhood building and main building. Letters are sent home to parents. Parents are encouraged to discuss other topics that interest them for NCLB improvement.

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.

Manierre held Curriculum Night on October 1, 2015 which is the beginning of the school year explaining the curriculum and academics assessment tools. At that time, an administrator's meeting was held in the main auditorium with parents. Then parents met with teachers for individual children academic and behavioral expectations.

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.

The Manierre Local School Council along with the Parent Advisory Council, hold monthly meetings to formulate suggestions about the students' education. All suggestions are reviewed by the principal and LSC.

Manierre and Ferguson holds meetings for parent interaction in the Parent Room in Ferguson.

Communication is relayed between the LSC and the PPLC to participate as appropriate about the education for Ferguson and Manierre students.

Parent influence at the school, on the 5essentials 2015 survey has been rated as strong, at a 75. 50% say staff regularly involves parents in the development of programs to improve academic outcomes.

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.

The State assessments will be reviewed in the summer. After a deep dive of the data by staff, the school will communicate the results in multiple forums continuously throughout the year.

Parent involvement at the school, on the 5essentials 2015 survey has been rated as strong, at a 61. This is an increase from a score of 50 last year. Teachers report that 38% of parents contact them regularly about performance.

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.

The principal and assistant principal regularly review teacher's credentials. When CPS notifies the school that a teacher is "not highly qualified", a letter is sent home to parents to inform them of the teacher's status.

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.

The principal annually presents data to parents explaining academic content and content standards. The assistant principal discusses the state's student academic content standards and lastly, the case manager will meet with parents to discuss assessments including alternate assessments.

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.

During the school year, parents learn how to access the parent portal. Assistant Principal and Counselor help parents with this process. Parents will have monthly parent portal workshops to help raise the parent portal usage to above 5%, as opposed to having parents utilize their student's portal.

After meeting with Early Childhood teachers (Pre-K - 2nd) the parent resource teacher models strategies for parents to support student learning at home.

Manierre allows school resources such as the computer lab, Promethean board, library and parent rooms, to be utilized by families and community members.

Teacher Parent Trust at the school, on the 5essentials 2015 survey has been rated as very strong, at an 86. This is an increase from a 66 from last year. 71% report that they strongly agree that staff builds trusting relationships with parents.

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.

Teachers notify parents for opportunities to assist in the classroom. The Parent Resource Teacher and the School Community Representative communicate with parents to increase student success.

Manierre provides rooms for parents to come in and learn, and become an active member of the Manierre community and to better themselves.

The community representative fosters positive home and community relations. The representative maintains and promotes the school calendar of events and conducts home visits to participating parents. The representative also recruits new families to the Manierre community.

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.

The Director of the George Manierre Elementary School/Ferguson Child Parent Center serves approximately 130 students ages 3-6. There are coordinated programs for parents daily. In addition to working in the class, parents can assist in the longer school day by reading to students, monitoring recess and lunch periods, participate in various workshops in the parent room. The workshops include: child development, literacy development and readiness, parenting skills, consumerism, personal development and self esteem, GED, home arts, crafts, sewing, cooking, nutrition, health, and safety, field experiences, parent exercise classes and other topics that are geared toward the community. Contributing partners participate in the parent room to address the needs of the parents. Partners include: University of Illinois Nutrition Education Program, The University of Illinois At Chicago, The Family Literacy Outreach Program, Midwest Child-Parent Center Expansion i3 Grant, Art on Sedgwick, Malcolm X College, and Parenting Workbooks Publishing Company.

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.

Information about the NCLB related to the school and parent program will be given to the Local School Council and P.A.C. Letters of other activities will be sent home to parents. A Parent Volunteer is designated and speaks fluent Spanish to translate as needed. Notices to parents are reviewed by members of the community.

P.A.C. sends out a monthly newsletter to families that highlights student achievements and makes parents aware of other school activities.

#### 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.)

Manierre 's mission is to develop students who are empowered ethical and moral thinkers, motivated leaders, proficient problem solvers, open minded citizens, well rounded individuals, empathetic participants in society, responsible decision makers, engaged lifelong learners and determined to persevere.

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.

Manierre will hold parent teacher-conferences during the first and third quarter each year. The dates are as follows: November 9, 2016 and April 19, 2017.

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

Parents will receive reports on their children's progress on the 5th, 15th, 25th and 35th week of school. If students are failing, teachers will call parents to schedule a conference to discuss the possibility of failure for the student. During the conference, teachers will provide a remediation plan detailing action steps that the student will take and who is responsible. There will be a timeline included in the plan.

We will offer monthly workshops for parents to attend focused on accessing parent portal.

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

Staff is available to consult with parents during prep periods and by individual appointments (before and after school). Staff members are encouraged to designate meeting dates and times that are conducive to the parents' schedule.

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.

At the beginning of the year, parents are provided with the opportunity to volunteer in classes and parent rooms. Parents have to adhere to the Board of Education policy for volunteering in the school. With permission from the administrator and teacher, parents are encouraged to observe classroom activities.

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

Parents support their children's learning by signing course syllabi, providing assistance with homework assignments (primary), reviewing reading logs, completing weekly parent involvement checklists, and monitoring the number of books read each quarter to ensure the yearly reading goal of 25 books is met. Parents are trained in technology use in the classroom as well as in online computer software to support children's use of technology in the home. Parent volunteers assist with the Reading Is Fundamental (RIF) program, which distributes books to each child and encourages the creation of home libraries.

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 decisions relating to the education of their children by attending Curriculum Night and Town Hall Meetings. Town Hall meetings empower parents to share ideas for school improvement and celebrate the school's successes. In addition, parents can articulate concerns to the Parent Advisory Committee. Parents also participate in IEP meetings to determine if specialized services are required for their students and if so, which placement is needed. The parent resource teacher also incorporates parent interest and skills into monthly activities that support the school's child development initiatives

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).

The students will share responsibility for their achievement by being provided with the opportunity to review their student assessment reports from the NWEA, PARCC, Benchmarks, mClass, Teaching Strategies Gold, and teacher-created assessments. Students will reflect on their progress and what they can do to improve in the areas identified as needing improvement. Students will contribute positive statements for class management plans.

## 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.

Manierre/Ferguson's goals are to increase parental involvement and engagement through the planning of meetings, school-wide events such as curriculum night and family night, field trips, and an open-door policy. Professional Development opportunities are extended to enhance academic success for their students, and personal development for themselves. Parents are provided with monthly calendars, trainings on a variety of topics such as: Personal Development, Health and Safety, Parenting, Nutrition, Career and Education, Financial Literacy, Family Literacy, Job Readiness Skills, and Consumerism that have been created with their input.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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.	\$ 1100 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 300 .00
54125	<b>Consultants</b> 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)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00

54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 300 .00
54565	<b>Reimbursements</b> 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	<b>Postage</b> Must be used for parent involvement programs only.	\$ Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 467 .00