



Park Manor Elementary School (/school-plans/340) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Saul Melendez	Assistant Principal	smelendez5@cps.edu	Has access
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### Team meetings

Date	Participants	Topic
03/31/2016	All	New CIWP Electronic Format/SEF
04/07/2016	All	SEF Completion
04/14/2016	All	Goals & Priorities
04/26/2016	All	Goals & Priorities
05/05/2016	All	Parent Involvement

## School Excellence Framework

## Culture of &amp; 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.

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- Administration and teachers have collaboratively established clear, measurable goals for student achievement, learning climate, and community engagement. These goals anchor all work at Park Manor and are posted on banners in the halls, included in the school's bulletin each week, and reinforced with parents at all community events.
- Principal implements/shares a vision for instructional best practices and goals through the collaboration with GLTs, ILT, Administrative Team, LSC and PAC. This is evidenced in the presentation of the State of the School address done annually in October; bi-weekly meetings with the ILT lead by various ILT members; ILT led professional development for teachers' monthly; and weekly GLT team meetings led by department chairs.
- According to the 5Essentials school report, Park Manor has been ranked Well-Organized for the 2013-14 and 2014 – 15 SY.
- The ILT engages in the monitoring of student achievement by analyzing BOY, MOY and EOY academic data with emphasis on students learning goals, school-wide best practices and opportunity for improvement.
- Teachers receive quality feedback monthly from administration reflecting the results of their formal/informal observations, lesson planning, gradebook entries and ILT learning rounds and suggestions for improvement.

## Guide for Leadership &amp; 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	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

### 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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- The ILT engages in the monitoring of student achievement by analyzing BOY, MOY and EOY academic data with emphasis on students learning goals, school-wide best practices and opportunity for improvement.
- Using the ILT Effectiveness rubric with the eight ILT members, the results were an rating of 3.5 indicating that most indicators of a highly effective team are present.
- ILT meets bi-weekly to look at qualitative and quantitative data to monitor the implementation of school's plan and make adjustments.
- The ILT used REACH evaluation data to determine areas of focus for professional development for the staff. Using the MTSS Problem solving protocol, the data shows that 57% of the teachers are rated basic or below in questioning and discussion and 52% of the teachers are rated basic or below in designing student assessments.
- The teacher implementation of the ELA and Math Learning Blocks increased from 33% during week eight to 90% during week fourteen following ILT professional development and learning round monitoring.
- ILT meetings are open so that staff beyond the ILT team may participate, and grade-band leaders schedule time for other teachers to drive PD within grade-band meetings. The CIWP team includes parent representatives as well as teaching representatives from all grade bands and departments.
- The ILT attempts to implement a 5-week data cycles that provide structure and routines for analysis of learning data in all subjects and grade levels but it has not been done with fidelity.
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### 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	✓	ILT Effectiveness Rubric Score
	✓	ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓	Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓	Teacher team agendas/minutes reflective of ILT focus
Measures	✓	Five Essentials: Instructional Leadership
Five Essentials		Effective Leaders Collaborative Teachers
CPS Framework for Teaching		<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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- Administration provides common planning periods weekly for GLTs to discuss student data, instructional implementation and provide professional development.
- Teachers receive ongoing ILT led professional development in areas identified as needs improvement as follows: 3b: Questioning and 3c: Student tasks. In addition, teachers use PD 360 Edviation and the Knowledge center to provide them assistance in topics of need as identified by administration and ILT members during learning rounds and REACH observations on a monthly basis.
- ILT members, administration and network staff provide individualized professional development based on the teacher needs as identified by learning rounds, observations, and teacher evaluations. Math talks, Differentiated Instruction, Writing, Learning Blocks, Phonics and Sight Words professional developments have been given during the 2016 SY.
- According to the 5E report, teacher collaboration at Park Manor is rated strong as follows: Collaborative Practices (91 - Very Strong), Collective Responsibility (72 - Strong), Quality Professional Development (98 - Very Strong), School Commitment (74 - Strong), Teacher-Teacher Trust (56 - Neutral)

### 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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- Principal is active leader in school and community including forming partnerships with community organizations such as: the Illinois Masonic Lodge, Omega Men, Park Manor Congregational Church, Park Manor Christian Church, Lakeside Community Outreach, F.O.R.U.M., ASAS, ABT, and the True Star foundation.
  - Park Manor received the Creative School Grant in the amount of \$10,000.00
  - Park Manor received the After School All-star Grant in the amount of \$15,000.00.
  - The school has allocated resources for professional development (i.e. ILT, Saturday PDs, Summer PDs, and common Planning time).
  - Quarterly monitoring with LSC for resource allocations are conducted.
  - Park Manor invested this year in 1:1 Chrome books for all students in grades 2-8, as well as wireless projectors and an increased number parent workers for interventions, classroom assistance, and culture support.
  - Student schedules are prepared in collaboration with the ILT every June prior to the opening of school in September.
  - The teacher retention rate at Park Manor is 100% for the 2015-16 school year.
  - Park Manor engages in a team interview protocol for all new hires involving key team members (i.e. Primary department chair will assist in interviewing primary teacher candidates). Park Manor uses a multi-step hiring process including multiple interviews with participating teachers and sample-teaching
  - ILT Team established a rubric for interview process
  - Teachers are organized by grand bands (i.e. PreK-2, 3-5, 6-8) to maximize commonality
- Park Manor
- All quarters students are identified and pulled out for additional support based on NWEA, student grades and teacher recommendations
  - Teachers are invested in the success of our school through many areas: MTSS team, data team, CIWP team, LSC, and ILT.

#### 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:

Score

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.

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- Curricular pacing and scope and sequence are provided by Network 12 in reading and math. 90% of the teachers implement the Network provided scope/sequence with fidelity as measured by three ILT learning rounds, peer observations and REACH observations. All teachers implement a scope and sequence/pacing map for current science curriculum with NGSS
- Teachers develop daily lesson plans aligned to CCSS, the Network 12 scope/sequence and individual student needs gathered from weekly student data, NWEA data and TRC levels. However several teachers need further support in unpacking standards, rigor and aligning instructional tasks to standards as evidenced in weekly task evaluation and observation feedback.
- REACH data indicates that 70% of the teachers are proficient or above in Domain 3: Instruction.
- Student growth from the EOY 2015 - MOY 2016 indicates an 8% growth in reading and -1% growth in math. Student attainment, however, indicates a 15% growth in reading attainment and 1% growth in math attainment.
- Based on the 5E survey, only 35% of students feel as if they are receiving ambitious instruction from teachers as follows: • English Instruction (18 - Very Weak), Math Instruction (19 - Very Weak), Academic Press (44 - Neutral)

## 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&rcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
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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- All teachers uses comprehensive set of assessments (Stride Academy, Measuring up Live) to monitor students' learning. Assessments methods are designed according to the standards being assessed. All K – 5th grade teachers utilize enVisions Math and Interactive Science. The ELA and Social Science classes use a balanced literacy approach and various texts however lack resources as evidenced in the constant use of web based materials.
- Based on the 5E survey, only 35% of students feel as if they are receiving ambitious instruction from teachers as follows: • English Instruction (18 - Very Weak), Math Instruction (19 - Very Weak), Academic Press (44 - Neutral). This indicates a need for better instructional materials due to 70% of the teachers being proficient in instructional delivery.
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## 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
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.c. Selecting Learning Objectives</a> <a href="#">1.d. Designing Coherent Instruction</a>
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

1 2 3 4

- The ILT evaluates student learning tasks and assessments weekly using the Depth of Knowledge rubric for evidence of rigor and CCSS alignment. According to the ILT collected data, most learning tasks are at or below level 2 according to the DOK rubric.
- Teachers design and implement student tasks and assessments that are aligned to the N12 pacing guide and curriculum map. However, ILT data collected from task analysis protocol notes that 13% of tasks collected for week 30 were NOT aligned with the week 30 assessments. Task alignment to assessment is weak school-wide. Thus, standard mastery is unclear.
- Teachers are monitored monthly for implementing high and low level questioning and discussion protocols into daily instruction as evidenced through lesson plans, ILT learning rounds and administrative observations. Learning round results indicate the only 33% of the teachers present students with rigorous learning tasks in ELA and 27% in Math.
- Math talk implementation increased from 33% to 92% according to ILT learning round data for th 2016 SY.

### 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)). 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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- Park Manor provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities through support of the school counselor and various programs offered through CPS. Students are well aware of programs offered all year. The school counselor advises the students that staying on task with academics and utilizing computers for assistance with researching information about possible fields will help them determine what to major in high school and college.
- Students are presented with NWEA Awards for meeting growth targets and attainment.
- Individual Classrooms are rewarded for meeting or exceeding our school Attendance goal of 98% on a weekly basis.
- Students attend college trips annually, including to Purdue University and Chicago State.
- Career /High School Fairs are attended by Park Manor students to support higher education endeavors.
- Administration has established a partnership with High Schools (i.e. Bogan, CVS) to speak to students about goals and aspirations that would lead them to college and career readiness.

### 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	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. <a href="#">Establishing a Culture for Learning</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

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

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- Teachers implement the Gradual Release of Responsibility instructional model into daily practice to ensure that students receive an explicit model as well as are provided opportunities to practice skills to mastery.
- The ILT has designed a system of evaluating the implementation of the Instructional Blocks for ELA and Math, as well as a process for determining the fidelity of the implementation. Data gathered indicates that 100% of the teachers follow the pacing for the instructional blocks and implement the required components; however, only 36% did so with fidelity. Over the year, teacher instructional practices have increased from 36% fidelity to 54% fidelity as this is still an area of concentration for Park Manor.
- Students are given multiple opportunities for success through Re-teaching, Retaking of assessments, as well as the completion of remediation packets.

## 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

### Score

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provide interventions/supports for students at risk for failure and/or truancy.

- Students are given multiple opportunities for success through Re-teaching, Retaking of assessments, as well as the completion of remediation packets.
- The ancillary staff participates in the Read for Success program which provides pull-out services for primary students who need individualized instruction in Reading.
- Teachers utilize data driven small group instruction during daily ELA and Math instructional blocks in order to target students' needs based on NWEA, TRC/Dibels and Mclass Math assessments.
- Park Manor's MTSS team leads a full intervention system impacting ~20% of Park Manor students. The MTSS team works with teachers and support staff to analyze available data and identify students in need of behavioral and academic interventions. The team designs and implements academic and behavioral Tier 2 and Tier 3 interventions for students as needed, regularly progress monitors and adjusts interventions as necessary. As a result of these interventions, target students improved from the 6th percentile on average in Reading NWEA to the 22nd percentile at mid-year.
- Park Manor created and implemented the Behavioral Health Team (BHT) that has decreased student discipline referrals by 80%.
- The MTSS team uses all available assessment data to identify students for Tier 2 and 3 interventions and regularly analysis progress monitoring data to evaluate and adjust interventions.

## Guide for Multi-Tiered System of Support

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

## Evidence, Measures, and Standards

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

**Balanced Assessment & Grading:**

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

Score

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- All Gradebooks are evaluated on a bi-weekly basis using the Network 12 gradebook monitoring tool. Gradebooks are reviewed weekly during GLT meetings. Gradebook fidelity checks occur monthly as directed by Network 12 following poor learning round results. Gradebook proficiency has increased from 47% to 83% throughout the 2016 SY.
- All teachers Use Stride Academy, Measuring Up, Teacher Made assessments, and exit slips daily and/or weekly to assess students understanding and drive their instruction.
- All teachers in grades K-2 administer BOY, MOY and EOY assessments for TRC/Dibels and math in conjunction with bi-weekly Progress Monitoring.
- Assessment modifications and accommodations are in place to ensure that students identified with disabilities are able to demonstrate their knowledge and skills.
- School-wide and classroom data is organized and available to all who need it immediately after each assessment using both Measuring Up Live and Stride Academy assessment programs.
- Our school's ancillary staff participates in the Read for Success program which provides pull-out intervention services for primary students three days per week who need additional individualized instructional in Reading.
- Our school's Literacy Specialist provides additional instruction to pre-selected students based upon their NWEA RIT scores before, during and after school.
- All teachers administer District-wide REACH Performance Tasks in the beginning and at the end of the year.
- Teachers ensure that students are aware of their NWEA EOY Learning Targets by engaging students in a BOY goal setting workshop, MOY data review and EOY celebration of success.
- Teachers use the Learning Continuum to identify the small group skill focus for ELA and Math as well as provide subsequent small group instruction/assessments each week.
- Our Task & Assessment Analysis Team reviews each teacher's weekly tasks and assessment to ensure that they are aligned to CCSS ELA and Math well as to determine their complexity according to the DOK scale.

**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	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
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> <a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

**Expectations for Quality & Character of School Life**

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**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**

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- All teachers have received CHAMPS training. Teachers also implement, encourage and re-enforce CHAMPS behaviors.
- Our Dean of Students is instrumental in soliciting external organizations to provide additional mentoring services to middle and upper grade students.
- Our School honors VIP/SOM on a monthly basis in recognition of students' academic success.
- Teachers examine students' academic progress and create individualized remediation packets to assist students in the improvement of grades below "C".
- Our students are rewarded with special activities for attaining Honor Roll status.
- All teachers and staff award students with Mustang Mula which can be used as currency in the Mula Store as well as for purchasing power for other classroom specific items.
- Park Manor provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities through support of the school counselor and various programs offered through CPS. Students are well aware of programs offered all year. The school counselor advises the students that staying on task with academics and utilizing computers for assistance with researching information about possible fields will help them determine what to major in high school and college.
- Students are presented with NWEA Awards for meeting growth targets and attainment.
- Individual Classrooms are rewarded for meeting or exceeding our school Attendance goal of 98% on a weekly basis.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<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

### Score

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the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

- The 5E survey states that relational trust is strong among adults as follows: Teacher-Principal Trust (68 - Strong), Teacher-Teacher Trust (56 - Neutral), Teacher-Parent Trust (71 - Strong). However, student to adult trust is weak as follows: Student-Teacher Trust (35 - Weak).
- Our school institutes a PBIS program based upon Respect-Accountability-Citizenship-Exceed Expectations. Several students have been identified and enrolled in a Check-in, Check-out mentoring program with staff members.
- Park Manor has established an Intervention/Mentoring Program (Pastor Orr and Team) which includes Restorative Justice, Peace Circles, etc.
- All administrators, teachers and para-professionals have received Professional Development in Trauma Training to assist in building relationships and enhancing the social-emotional interactions among students and staff.
- We have school-wide initiatives and incentives such as VIP, Student of the Month, and Attendance Stars/Trophies.
- The ILT conducts peer learning and provides feedback to the teachers.

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers 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>
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4



- Students engage in numerous extracurricular activities both academic and recreational such as; Boys & Girls Club, ASAS, Saturday School, Homework café, Basketball, Cheerleading, Gymnastics, True Star, A Better Tomorrow girls mentoring, etc.
- Students attend college trips annually, including to Purdue University and Chicago State.
- Career /High School Fairs are attended by Park Manor students to support higher education endeavors.
- Administration has established a partnership with High Schools (i.e. Bogan, CVS) to speak to students about goals and aspirations that would lead them to college and career readiness.
- The school has designated the 3rd floor as the College floor. College Banners are displayed throughout the corridor and each classroom has chosen a College that would display information on their door.
- School-wide assemblies are held which showcase students' talents, abilities, and accomplishments bi-annually.
- Park Manor recruits high school athletic coaches to meet with middle school students to discuss opportunities to be scholar-athletes in high school and college

## 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

- Park Manor has established a culture team that leads implementation of the Mustang Matrix whole-school discipline system. The team tracks misconduct data and meets monthly to adjust schedules and arrange PD for staff-members in order to reduce misconducts at particular times and locations.
- Park Manor has partially implemented the Second Step program in the K – 5th grade classrooms and CHAMPS in all classrooms in order to improve social-emotional learning. According to learning round results, 55% of the K - 5 teachers implement Second Step in classrooms with fidelity. 87% of the staff implement CHAMPS with fidelity.
- The school has established the R.A.C.E RTI system implementing the use of school-wide rules/with rewards and consequences for appropriate and inappropriate actions. Students are rewarded immediately with Mustang Mula for use in our school store as well as monthly as identified as VIP students by classroom teachers.
- Most staff members have been trained in restorative methods such as BHT, Peace Circle, CHAMPS and trauma training.
- Creation and implementation of the Behavioral Health Team (BHT) that has decreased student write ups and referrals by 80% for the 2015-216 SY.
- MTSS team uses all available assessment data to identify students for Tier 2 and 3 interventions and regularly analysis progress monitoring data to evaluate and adjust interventions

**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:**

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.

Score

1 2 **3** 4

- Most staff members have been trained in restorative methods such as BHT, Peace Circle, CHAMPS and trauma training.
- The school has established the R.A.C.E RTI system implementing the use of school-wide rules/with rewards and consequences for appropriate and inappropriate actions. Students are rewarded immediately with Mustang Mula for use in our school store as well as monthly as identified as VIP students by classroom teachers.
- Creation and implementation of the Behavioral Health Team (BHT) that has decreased student write ups and referrals by 80%. Restorative Practice Increase Examples: Peace Circle implementation (6 during the 2015 SY to 46 during the 2016 SY); Restorative conversations (16 during the 2015 SY to 85 during the 2016 SY); and Restorative group conferencing (7 during the 2015 SY to 30 during the 2016 SY); Adult led mediation ( 13 during the 2015 SY to 81 during the 2016 SY); Detentions (1 during the 2015 SY to 27 during the 216 SY).

## Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<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:

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

### Score

1 2 **3** 4

- The Principal meets monthly with parents to share student performance data and strategies, new initiatives for improving student achievement, including suggestions for parent involvement.
- Most teachers provide clear expectations for student achievement and standards to parents and communicate student progress monthly to parents while encouraging parent involvement and student support as evidenced in parent call logs and signed progress reports.
- Park Manor has established the following parent activities: Monthly Coffee Cafe with principal, monthly PAC meetings, annual back to school fest, and several staff/parents versus students activities.
- 3rd, 6th and 8th Grade Parent Meetings during the 1st and 3rd quarters of school to explain student promotion criteria as well as inform parents of students' current standing (i.e. on track to be promoted, etc.)
- Only approximately 25% of the parents participate in established activities.
- The school has an active LSC and Alumni who work collaboratively with principal and staff in creating and maintaining a supportive relationship between school, home, and community.
- Park Manors hosts monthly parent coffee talks to provide an open forum for parents and community-members to discuss school and neighborhood issues with Park Manor administration.
- Park Manor proactively communicates with families and community through monthly newsletters, report card pick-up, all class and social media outlets including an active school Facebook page.
- Two- way communication is ongoing throughout the school year. Teachers are required to maintain up-to-date grades and communicate students' performance through phone calls, graded assignments, and notes to parents weekly. The school's website has been established to communicate to parents about upcoming events, school information, classroom curriculum/homework assignments, and resources to support learning. The school utilizes the CPS all call system to notify parents of upcoming events and important reminders.
- Park Manor staff (administration, classroom teachers and clinicians) conduct intensive outreach to families in need of specialized support through home visits, collaboration with community and mental health agencies. Students at Park Manor have benefited from these services by showing an increase in being able to manage their behavior and have demonstrated an increase in their ability to access the curriculum due to interventions provided at the school and outside agencies.

## Guide for Parent Partnership

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

## Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
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	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐

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)

12 of 18 complete

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

National School Growth Percentile - Reading

The NWEA Reading growth data indicates a decline in reading growth. Using the MTSS Problem solving protocol, the data shows that 57% of the teachers are rated basic or below in questioning and discussion and 52% of the teachers are rated basic or below in designing student assessments. According to the ILT collected data, most learning tasks are at or below level 2 according to the DOK rubric. ILT data collected from task analysis protocol notes that 13% of tasks collected for week 30 were NOT aligned with the week 30 assessments. ILT Learning round results indicate the only 33% of the teachers give students rigorous learning tasks in ELA. According to REACH observation reports, 70% of the teachers are rated proficient or above in Domain 3: Instruction with the areas of need being 3b, 3c and 3d.

64.00

43.00

65.00

70.00

National School Growth Percentile - Math

The NWEA Reading growth data indicates a decline in reading growth. Using the MTSS Problem solving protocol, the data shows that 57% of the teachers are rated basic or below in questioning and discussion and 52% of the teachers are rated basic or below in designing student assessments. According to the ILT collected data, most learning tasks are at or below level 2 according to the DOK rubric. ILT data collected from task analysis protocol notes that 13% of tasks collected for week 30 were NOT aligned with the week 30 assessments. ILT Learning round results indicate the only 27% of the teachers give students rigorous learning tasks in Math. According to REACH observation reports, 70% of the teachers are rated proficient or above in Domain 3: Instruction with the areas of need being 3b, 3c and 3d.

66.00

31.00

65.00

70.00

% of Students Meeting/Exceeding National Ave Growth Norms

n/a

62.70

(Blank)

65.00

70.00

African-American Growth Percentile - Reading

A 21% drop in reading growth is noted as a direct result of 57% of the teachers are rated basic or below in questioning and discussion and 52% of the teachers are rated basic or below in designing student assessments. According to the ILT collected data, most learning tasks are at or below level 2 according to the DOK rubric. ILT data collected from task analysis protocol notes that 13% of tasks collected for week 30 were NOT aligned with the week 30 assessments. ILT Learning round results indicate the only 33% of the teachers give students rigorous learning tasks in ELA.. According to REACH observation reports, 70% of the teachers are rated proficient or above in Domain 3: Instruction; however, the areas of concentration with the lowest ratings are 3b, 3c and 3d.

64.00

43.00

65.00

70.00

Hispanic Growth Percentile - Reading

n/a

(Blank)

(Blank)

(Blank)

(Blank)

English Learner Growth Percentile - Reading

n/a

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Reading

Our diverse learners are receiving their services as mandated. However, using the MTSS Problem Solving Protocol and ILT Learning rounds, it was determined that: 33% of the teachers in Diverse Learner classes are engaging students in rigorous tasks based on the DOK rubric, 0% of weekly tasks are aligned to weekly assessments, 33% offer high level questioning and discussion; and 33% deliver small group instruction based on NWEA RIT.

(Blank)

(Blank)

(Blank)

70.00

#### African-American Growth Percentile - Math

A 33% drop in math growth is noted as a direct result of 57% of the teachers are rated basic or below in questioning and discussion and 52% of the teachers are rated basic or below in designing student assessments. According to the ILT collected data, most learning tasks are at or below level 2 according to the DOK rubric. ILT data collected from task analysis protocol notes that 13% of tasks collected for week 30 were NOT aligned with the week 30 assessments. ILT Learning round results indicate the only 27% of the teachers give students rigorous learning tasks in Math. According to REACH observation reports, 70% of the teachers are rated proficient or above in Domain 3: Instruction; however, the areas of concentration with the lowest ratings are 3b, 3c and 3d.

64.00

31.00

65.00

70.00

#### Hispanic Growth Percentile - Math

n/a

(Blank)

(Blank)

(Blank)

(Blank)

#### English Learner Growth Percentile - Math

n/a

(Blank)

(Blank)

(Blank)

(Blank)

#### Diverse Learner Growth Percentile - Math

Our diverse learners are receiving their services as mandated. However, using the MTSS Problem Solving Protocol and ILT Learning rounds, it was determined that: 33% of the teachers in Diverse Learner classes are engaging students in rigorous tasks based on the DOK rubric, 0% of weekly tasks are aligned to weekly assessments, 33% offer high level questioning and discussion; and 33% deliver small group instruction based on NWEA RIT.

(Blank)

(Blank)

65.00

70.00

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

School Reading attainment has shown growth; however, not substantial growth. Using the REACH observation report, 57% of the teachers are rated basic or below in questioning and discussion and 52% of the teachers are rated basic or below in designing student assessments. According to the ILT collected data, most learning tasks are at or below level 2 according to the DOK rubric. ILT data collected from task analysis protocol notes that 13% of tasks collected for week 30 were NOT aligned with the week 30 assessments. ILT Learning round results indicate the only 33% of the teachers give students rigorous learning tasks in ELA.. According to REACH observation reports, 70% of the teachers are rated proficient or above in Domain 3: Instruction; however, the areas of concentration with the lowest ratings are 3b, 3c and 3d.

19.00

21.00

40.00

50.00

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

School Math attainment has shown a ten point decrease over the past year. Using the REACH observation report, 57% of the teachers are rated basic or below in questioning and discussion and 52% of the teachers are rated basic or below in designing student assessments. According to the ILT collected data, most learning tasks are at or below level 2 according to the DOK rubric. ILT data collected from task analysis protocol notes that 13% of tasks collected for week 30 were NOT aligned with the week 30 assessments. ILT Learning round results indicate the only 27% of the teachers give students rigorous learning tasks in Math. According to REACH observation reports, 70% of the teachers are rated proficient or above in Domain 3: Instruction; however, the areas of concentration with the lowest ratings are 3b, 3c and 3d.

33.00

23.00

40.00

50.00

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

2nd grade reading attainment percentiles have shown 400%+ increase over the year. The 2nd grade classes were restructured as follows: Implementation of the gradual release instructional block including 120 minutes of ELA instruction, utilization of technology daily with an emphasis on the use of academic support programs, teacher professional development in both questioning, task alignment and assessments.

7.00

40.00

50.00

60.00

#### National School Attainment Percentile - Math (Grade 2)

2nd grade math attainment percentiles have shown 80% increase over the year. The 2nd grade classes were restructured as follows: Implementation of the gradual release instructional block including 90 minutes of Math , utilization of technology daily with an emphasis on the use of academic support programs, teacher professional development in both questioning, task alignment and assessments.

20.00

36.00

50.00

60.00

**% of Students Making Sufficient Annual Progress on ACCESS**

n/a

(Blank)

(Blank)

(Blank)

(Blank)

**Average Daily Attendance Rate**

According to Dashboard, our average student attendance has been on an upward trend for the past three years. This year, an attendance committee has been implemented to target students with chronic truancy and tardies. Using the MTSS Problem solving protocol, the attendance team has identified areas of concern with student attendance and put in place several interventions such as: attendance contracts, parent meetings, peer attendance tree, etc.

96.20

96.70

96.90

97.10

**My Voice, My School 5 Essentials Survey**

According to the 5Essentials school report, Park Manor has been ranked Well-Organized for the 2013-14 and 2014 – 15 SY. Park Manor was rated Organized for the 2016 SY with noted declines in ambitious instruction and supportive environment.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

**Strategy 1**

If we do...

...then we see...

...which leads to...

Implement the Network 12 ELA and Math blocks with fidelity while engaging students in rigorous tasks as determined by the DOK rubric and providing differentiated instruction daily based on the needs identified in the NWEA Learning Continuum.

Improved student achievement school-wide through exposure to rigorous, differentiated core instruction and scaffolding.

75% growth and 50% attainment goals as measured by the State and District assessments.

Tags:

Instruction, Task analysis, Gradual release of responsibility

Area(s) of focus:

1, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Implement a school-wide protocol for monitoring implementation of and analyzing student task using DOK rubric in alignment to CCSS.

ILT

Sep 5, 2016 to Jun 15, 2018

100% implementation of Level 3+ tasks in all classes as measured by quarterly ILT learning rounds.

Not started

**Instructional planning, Task analysis**

Provide professional development on differentiated instruction with a focus on using ELA and Math NWEA data to group students for small group instruction.

Administration  
ILT

Aug 31, 2016 to Nov 4, 2016

10% Increase in school-wide attainment in ELA and Math as measured by NWEA.

Not started

**Nwea, Small group instruction**



Implement a 5 week data cycle protocol for all teachers including insight and formative assessments data.

Administration  
ILT  
Teachers

Oct 3, 2016 to  
Jun 15, 2018

75% of students meeting growth goals as measured by the NWEA.

Not started

**Assessments, Data analysis**

**Strategy 2**

If we do...

Enhance teacher planning through the implementation of the Backwards Design Model for core instruction ensuring that tasks are rigorous as measured by the DOK chart, aligned to formative and summative assessments, and aligned to grade level common core state standards.

...then we see...

Improved instructional planning for core subject areas with subsequent improved academic achievement for all students.

...which leads to...

80% of teachers scoring proficient or above in Domain 1: Instructional Planning as measured by the CPS Framework. Students meeting the 75% growth and 50% attainment goals as measured by the State and District assessments.

Tags:  
Rigorous tasks, Assessments, Instructional planning, Backwards design

Area(s) of focus:  
1, 2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Provide professional development on implementing the backwards design model for instructional planning in which teachers will create assessments prior to implementation of weekly assessments and daily lessons every five weeks.	ILT	Aug 31, 2016 to Sep 30, 2016	100% implementation of instructional planning following the backwards design model.	Not started

**Professional development, Instructional planning**

The ILT Task Analysis Team will analyze ELA and Math tasks given to students using the DOK rubric to ensure rigor and alignment to the CCSS. Teachers will be provided feedback bi-weekly.	ILT	Oct 3, 2016 to Jun 16, 2017	100% implementation of Level 3+ tasks in all classes as measured by quarterly ILT learning rounds.	Not started
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**Rigorous tasks, Task analysis**

The ILT will schedule and conduct bi-quarterly Learning Rounds targeting complexity of students' tasks and CCSS alignment.	ILT	Oct 3, 2016 to Jun 15, 2018	100% implementation of Level 3+ tasks in all classes as measured by quarterly ILT learning rounds and task analysis checklists.	Not started
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**Rigorous tasks, Task analysis, Monitoring**

Implement the backwards design planning model to create 5-week summative assessments in ELA and Math that are aligned to CCSS and the Network 12 pacing guide.	Teachers	Aug 31, 2016 to Jun 15, 2018	100% of exams prepared prior to instructional delivery of content, aligned to CCSS, and aligned to the Network 12 pacing guides.	Not started
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**Rigorous tasks, Backwards design**

Grade-level teacher teams will collaborate weekly (GLT meetings) to analyze weekly student tasks and assessments to ensure rigor and alignment.

Teachers

Sep 12, 2016 to Jun 16, 2017

100% implementation of Level 3+ tasks in all classes that are aligned to weekly assessments and rigorous.

Not started

**Assessments, Task analysis**

**Strategy 3**

If we do...

Create a culture and climate team that will: establish school wide procedures for Tier 1, implement the Behavior Health Team for Tier 2 and Tier 3 students; enhance teacher capacity to provide social emotional supports and establish relational trust with students.

...then we see...

An enhanced culture and climate at Park Manor as evidenced through: common classroom and hallway procedures; student supports for both academic and behavior issues; and increased student engagement.

...which leads to...

A 50% decline in discipline infractions and suspensions. Identification of at-risk students in need of support by the end of the first quarter. Increased overall school rating to Well-Organized as measured by the 5 Essentials survey.

Tags:  
Climate and Culture, Social emotional learning

Area(s) of focus:  
4

Action step	Responsible	Timeframe	Evidence for status	Status
Continue implementing BHT Team (working in conjunction with MTSS behavior) by establishing clear expectations and responsibilities to each group member.	BHT Lead	Aug 31, 2016 to Sep 30, 2016	100% of BHT members assigned specific roles for implementation.	Not started

**MTSS, Behavior health team**

Continue school-wide Tier 1 SEL system (MTSS) (i.e. Second Step, CHAMPS, Utilizing Mula, School-wide rule system, Classroom rule system, etc.) with monthly monitoring and teacher coaching as needed.	BHT Administration	Sep 5, 2016 to Jun 15, 2018	100% of classrooms implementing Tier 1 protocols.	Not started
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**MTSS, Social emotional learning**

Strengthen the school-wide Tier 2 and Tier 3 academic interventions for literacy and math by providing professional development for all faculty and staff in implementing and documenting Tier 2 and 3 behavioral and academic interventions.	BHT Administration	Aug 31, 2016 to Nov 4, 2016	Identify and begin to provide academic and/or behavioral supports for 100% of the at-risk students by the end of the first semester.	Not started
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**MTSS, Social emotional, Behavior supports**

Survey students bi-annually to determine their level of relational trust with staff and peers. Provide teacher professional development based on student responses.	BHT	Sep 5, 2016 to Jun 15, 2018	50% increase in student to teacher relational trust.	Not started
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**Professional development, Student trust**

Strategy 4

If we do...

Implement Data Driven Instructional practices that are informed through the monitoring of weekly tasks and assessments, conducting 5-Week Data Cycle meetings and progress monitoring our K-2 students with fidelity.

...then we see...

The implementation of a structured protocol that ensures task and assessment alignment to the scope and sequence; coherence and consistency with grading practices; and strengthened teacher capacity to deliver instruction based on student performance data.

...which leads to...

Increased on track rate by 10% quarterly. 75% growth in ELA and Math and 50% attainment ELA and Math as measured by the NWEA.

Tags:

Assessments, Benchmark progress monitoring, Data driven instruction

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Purchase Common Core aligned ELA and Math curricular materials with correlating assessment programs, i.e. Stride Academy, Measuring Up Live, etc.	Administration	Jul 1, 2016 to Nov 4, 2016	100% of classrooms equipped with core CCSS texts and assessment programs.	Not started

**Instructional materials, Assessments**

Provide a quarterly scope and sequence curriculum map and/or pacing guide to promote cohesiveness and coverage of the Common Core Standards.	Administration	Aug 31, 2016 to Jun 15, 2018	100% implementation of the scope and sequences as monitored through bi-weekly lesson plan evaluation.	Not started
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**Instructional planning, Curriculum mapping**

During weekly Grade Level Team meetings, monitor task and assessment alignment while simultaneously provide teachers with exemplary examples of task and assessment alignments.	(Blank)	select	(Blank)	Behind
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**Progress monitoring, Data driven instruction, Task analysis**

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>➕ Implement a school-wide protocol for monitoring implementation of and analyzing student task using DOK rubric in alignment to CCSS.</p> <p>Tags: Instruction, Task analysis, Gradual release of responsibility, Instructional planning, Task analysis</p>	ILT	Sep 5, 2016	Jun 15, 2018	Not started
<p>➕ Provide professional development on differentiated instruction with a focus on using ELA and Math NWEA data to group students for small group instruction.</p> <p>Tags: Instruction, Task analysis, Gradual release of responsibility, Nwea, Small group instruction</p>	Administration ILT	Aug 31, 2016	Nov 4, 2016	Not started
<p>➕ Implement a 5 week data cycle protocol for all teachers including insight and formative assessments data.</p> <p>Tags: Instruction, Task analysis, Gradual release of responsibility, Assessments, Data analysis</p>	Administration ILT Teachers	Oct 3, 2016	Jun 15, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Provide professional development on implementing the backwards design model for instructional planning in which teachers will create assessments prior to implementation of weekly assessments and daily lessons every five weeks. Tags: Rigorous tasks, Assessments, Instructional planning, Backwards design, Professional development, Instructional planning</p>	ILT	Aug 31, 2016	Sep 30, 2016	Not started
<p>✦ The ILT Task Analysis Team will analyze ELA and Math tasks given to students using the DOK rubric to ensure rigor and alignment to the CCSS. Teachers will be provided feedback bi-weekly. Tags: Rigorous tasks, Assessments, Instructional planning, Backwards design, Rigorous tasks, Task analysis</p>	ILT	Oct 3, 2016	Jun 16, 2017	Not started
<p>✦ The ILT will schedule and conduct bi-quarterly Learning Rounds targeting complexity of students' tasks and CCSS alignment. Tags: Rigorous tasks, Assessments, Instructional planning, Backwards design, Rigorous tasks, Task analysis, Monitoring</p>	ILT	Oct 3, 2016	Jun 15, 2018	Not started
<p>✦ Implement the backwards design planning model to create 5-week summative assessments in ELA and Math that are aligned to CCSS and the Network 12 pacing guide. Tags: Rigorous tasks, Assessments, Instructional planning, Backwards design, Rigorous tasks, Backwards design</p>	Teachers	Aug 31, 2016	Jun 15, 2018	Not started
<p>✦ Grade-level teacher teams will collaborate weekly (GLT meetings) to analyze weekly student tasks and assessments to ensure rigor and alignment. Tags: Rigorous tasks, Assessments, Instructional planning, Backwards design, Assessments, Task analysis</p>	Teachers	Sep 12, 2016	Jun 16, 2017	Not started
<p>✦ Continue implementing BHT Team (working in conjunction with MTSS behavior) by establishing clear expectations and responsibilities to each group member. Tags: Climate and Culture, Social emotional learning, MTSS, Behavior health team</p>	BHT Lead	Aug 31, 2016	Sep 30, 2016	Not started
<p>✦ Continue school-wide Tier 1 SEL system (MTSS) (i.e. Second Step, CHAMPS, Utilizing Mula, School-wide rule system, Classroom rule system, etc.) with monthly monitoring and teacher coaching as needed. Tags: Climate and Culture, Social emotional learning, MTSS, Social emotional learning</p>	BHT Administration	Sep 5, 2016	Jun 15, 2018	Not started
<p>✦ Strengthen the school-wide Tier 2 and Tier 3 academic interventions for literacy and math by providing professional development for all faculty and staff in implementing and documenting Tier 2 and 3 behavioral and academic interventions. Tags: Climate and Culture, Social emotional learning, MTSS, Social emotional, Behavior supports</p>	BHT Administration	Aug 31, 2016	Nov 4, 2016	Not started
<p>✦ Survey students bi-annually to determine their level of relational trust with staff and peers. Provide teacher professional development based on student responses. Tags: Climate and Culture, Social emotional learning, Professional development, Student trust</p>	BHT	Sep 5, 2016	Jun 15, 2018	Not started
<p>✦ Purchase Common Core aligned ELA and Math curricular materials with correlating assessment programs, i.e. Stride Academy, Measuring Up Live, etc. Tags: Assessments, Benchmark progress monitoring, Data driven instruction, Instructional materials, Assessments</p>	Administration	Jul 1, 2016	Nov 4, 2016	Not started
<p>✦ Provide a quarterly scope and sequence curriculum map and/or pacing guide to promote cohesiveness and coverage of the Common Core Standards. Tags: Assessments, Benchmark progress monitoring, Data driven instruction, Instructional planning, Curriculum mapping</p>	Administration	Aug 31, 2016	Jun 15, 2018	Not started
<p>✦ During weekly Grade Level Team meetings, monitor task and assessment alignment while simultaneously provide teachers with exemplary examples of task and assessment alignments. Tags: Assessments, Benchmark progress monitoring, Data driven instruction, Progress monitoring, Data driven instruction, Task analysis</p>				Behind

#### 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.

Parents meet monthly for LSC, PAC and various parent workshops to review and revise the NCLB Parent Involvement plan and the Parent Compact. Information from the PAC meeting is shared during the monthly LSC meetings as needed. NCLB Parent representatives are invited to attend Cluster Parent Advisory Council meetings.

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

Parents will be informed of the NCLB/Title I Programs during the Park Manor Open House, LSC meeting, PAC meeting and via written communication (newsletter, flyer, etc) with the opening of the school year. Annual meetings are held to review and update the Parent Involvement Plan. The Title I Annual Meeting and Organizational meeting will be held on 9/30/16.

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.

Parents are notified of the Title I program during the PAC Informational Meeting and the "State of the School" parent meeting held at the opening of the school year. At this time, parents are informed of: the academic assessment tools, promotion policies, and curricular standards and structures per grade level. Parents will also receive information regarding Title I through newsletters and during the LSC Organizational Meeting. Parents will submit a signature acknowledging receipt of this information.

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.

PAC meetings are held monthly. Additionally, parent are encouraged to attend monthly LSC meetings. Administration maintains an open door policy for parents to meet and discuss any and all concerns. Parents have also been offered monthly training sessions including parent portal training.

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.

Student assessment results on the NWEA and mClass assessments are distributed to parents and students at the BOY, MOY and EOY marks. In addition, individualized growth targets and skill analysis of strengths/weaknesses is distributed.

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

Parents will be provided notices 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. Letters will be sent to parents according to CPS Board policy.

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.

During the annual "State of the School" meeting held at the opening of the school year, parents receive information regarding the curricular standards, assessments, promotion policies, and school structures. Teachers are also available to meet with parents daily during prep periods to discuss student academic growth and concerns. A bi-monthly newsletter is sent home to parents to offer suggestions on how they can provide academic enhancement opportunities at home. The Park Manor Website contains a variety of links wherein parents/students can visit for academic enrichment.

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.

Parents continue to receive information regarding parent workshops, parent portal/technology training, literacy training and effective parenting practice trainings throughout the year.

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.

Park Manor staff members will participate in various community based activities, including the Back to School community Walk. Park Manor teachers are required to keep an active call log to track communication with parents. Parents are encouraged to do classroom visits and shadow their children throughout the instructional day.

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.

Park Manor will continue to reach out to parents of early childhood students to encourage enrollment in Ready to Learn Pre-Kindergarten Program. We will provide the community with information via the bi-monthly newsletter, website, personalized staff contact to students with Park Manor siblings, flyers, digital marquee, and Facebook.

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.

Park Manor will continue to provide parents with information via the bi-monthly newsletter, Balckboard Connect all call, website, flyers, digital marquee, Facebook, and classroom newsletters

#### 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

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.)

Park Manor Elementary School will create a student-centered learning climate that integrates technological awareness and applications to facilitate a variety of challenging opportunities that will be instrumental in the formulating of life-long skills and knowledge for all students, including those with physical and mental challenges. These experiences will effectively prepare students to become responsible, productive members of our rapidly changing and perpetually advancing world. Our MISSION will be achieved through the unification and utilization of resources and external partnerships generated through the collaborative efforts of our parents, faculty/staff, and community.

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

Parent- teacher conferences will be held quarterly at Park Manor (twice beign district mandated in November and April and twice being implemented at the school level to encourage parental support). Park Manor will continue to provide parents wil information via the bi-monthly newsletter, Balckboard Connect all call, website, flyers, digital marquee, Facebook, and classroom newsletters.

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 are informed of student progress at the 5th, 15th, 25th, and 35th weeks through the CPS progress report system. Parent- teacher conferences will be held quarterly at Park Manor (twice beign district mandated in November and April and twice being implemented at the school level to encourage parental support). BOY, MOY and EOY assessment data for both NWEA and mClass assessments is distributed quarterly to students.

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

PAC meetings are held monthly. Additionally, parent are encouraged to attend monthly LSC meetings. Administration maintains an open door policy for parents to meet and discuss any and all concerns. Parents have also been offered monthly training sessions including parent portal training.

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

Parents are required to complete the volunteer form that is requested by CPS. Once a parent is approved, he/she is allowed to volunteer in the classroom or other areas of need throughout he school. Parents are encouraged to shadow their students at any time.

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

Parents will monitor the completion of homework assignments both given to students and found on the Park Manor website. Via the school website, parent s can also access a variety of links that provide students at all grade levels with enrichment activities to strengthen academic performance.

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

Parents will participate in the decision making process relating to to education of their children via LSC meetings, PAC meetings, and the open door policy with administration.

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

Students in the 2nd - 8th grades are made aware of their individual NWEA data including RIT scores, targets and growth projections. Primary level students are informed of their mClass scores and targets. In addition, all students engage in personal goal setting sessions depicting what their assessment goals are and developing an action plan to achieve those goals.

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 increast student academic achievement through parental involvement; specify your goals.

The goal of the Park Manor PAC is to provide parents with professional development geared towards increasing student achievement. PAC meetings are held monthly throughout the school year. Topics of focus include: Understanding Test Scores; Identifying Academic Needs, Social-Emotional Learning and Activity planning.

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.	\$	1613	.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.	\$	Amount	.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.	\$	600	.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.	\$	Amount	.00