Park Manor Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
LaShae Jenkins	Prinicpal	lrjenkinsmerrell@cps.edu	Has access
Saul Melendez	Assistant Principal	smelendez5@cps.edu	Has access
Shaneshia Bailey	DL Teacher/Case Manager/ILT	smbailey@cps.edu	No Access
Allyson Simpson	MS ELA Teacher/ILT Member	alsimpson@cps.edu	No Access
Keisha Watts	Intermediate ELA Teacher/ILT Member	ktwatts-odom@cps.edu	No Access
Briana Hambright-Hall	Counselor/MTSS Coordinator	bmhambright@cps.edu	Has access
Ellis Perry	MS Math Teacher	Eperry@cps.edu	No Access
Tiffany Bailey	Primary Department Chair	tnharris@cps.edu	No Access
Renetha McDonald	LSC President	rmcdonald@yahoo.com	No Access
Keyonna Payton	Teacher	klowe@cps.edu	No Access

Team meetings

Date	Participants	Topic
01/18/2018	Full Team	CIWP Overview

02/08/2018	Full Team	CIWP Planning Meeting - Framework & Priorities
02/15/2018	Jenkins, Melendez, S. Bailey, Simpson, Watts, Perry, McDonald, Payton	CIWP Planning Meeting - Goals and Strategies
04/12/2018	Full Team	CIWP Planning Meeting - Final Review Goals and Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1   2   **3**   4

> • According to the 5Essentials school report, Park Manor has been ranked Organized for the 2015- 16 SY and Well-Organized for the 2016 – 17SY.
> • All stakeholders 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 present of the State of the School delivered bi-annually to stakeholders, weekly GLT meetings, weekly administrative team meetings, bi-weekly meetings with the ILT (lead by various ILT members), ILT led professional development for teachers quarterly, bi-weekly Behavior Health Teams, and monthly LSC and Pac meetings.
> • The ILT engages in the monitoring of student achievement by analyzing 5th week core data, BOY, MOY, and EOY academic data with emphasis on students learning goals, school-wide best practices and opportunity for improvement.
> • Teachers show growth in performance as measured by REACH. Teachers receive quality feedback quarterly from administration reflecting the results of their formal/informal observations, lesson planning, gradebook entries and ILT learning rounds and suggestions for improvement.
> • Implementation of structured core curriculum aligned to Common Core Standards in ELA and Math for K - 8 designed by N12.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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

Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 **3** 4

• According to the ILT Effectiveness, Park Manor scored a rating of 3.5 indicating that most indicators of a highly effective team are present.
• The ILT engages in the monitoring of student achievement by analyzing quarterly, BOY, MOY and EOY academic data with emphasis on students learning goals, school-wide best practices and opportunity for improvement.
• The GLTs implement a 5-week data cycles that provide structure and routines for analysis of learning data in ELA and Math.
• ILT consists of at least one member from each GLT. ILT members share ILT updates with GLT following each meeting.
• The ILT conducts learning rounds quarterly to monitor instruction and student achievement.

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

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
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

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

1 **2** 3 4

• Professional development mostly occurs with the GLT meetings (30 minutes per week)
• Staff input is considered for development topics via surveys and open discussions
• PD is determined based on ILT data from learning rounds
• Six staff members currently seeking higher education degrees through partnerships encouraged by the administrator
• In addition, teachers use PD 360 Edivation 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 quarterly basis.
• Administration provides common planning periods weekly for GLTs to discuss student data, instructional implementation and provide professional development.
• ILT members, administration and network staff provide individualized professional development based on the teacher needs as identified by learning rounds, observations, and teacher evaluations. Gradual Release, Task Alignment, Assessment Alignment, DOK Leveling, creating standards based assessments, SEL – Calm Classroom and quarterly summits professional developments have been attended this year.

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	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1   2   **3**   4

- Park Manor received the Creative School Grant in the amount of $10,000.00
- Park Manor received the Out of School Time School Grant in the amount of $15,000.00.
- Park Manor received the Target Grant in the amount of $1000.00
- Principal is active leader in school and community including forming partnerships with community organizations such as: Park Manor Congregational Church, Park Manor Christian Church, Lakeside Community Outreach, F.O.R.U.M., Boys & Girls Club, ABT, OMEGA Psi Phi Fraternity, The Art Institute of Chicago, UIC, South Shore Drill Team, Orion's Mind, Praise Productions Dance, Free Lunch Academy, Pretty Brown Girls, Girl Scouts, Chicago Black Hawks, and Chicago Cares.
- The school has allocated resources for professional development and academic support (i.e. ILT, Saturday school, Summer PDs, and common Planning time).
- Quarterly monitoring with LSC for resource allocations are conducted.
- 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.
- Park Manor engages in a team interview protocol for all new hires. 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
- Teachers are invested in the success of our school through many areas: MTSS team, CIWP team, LSC, BHT, 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 ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

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.

1   2   **3**   4

• Curricular pacing and scope and sequence are provided by Network 12 in ELA and Math
• 100% of the teachers are implementing the Network provided scope/sequence with fidelity as measured by two ILT learning rounds, peer observations and REACH observations.
• Teachers develop weekly lesson plans aligned to CCSS, the Network 12 scope/sequence and individual student needs gathered from 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 standards progression protocol.
• NWEA Growth
Reading- 58th Percentile
Math- 52nd Percentile
• NWEA Attainment
Reading- 37th Percentile
Math- 31nd Percentile
• Attendance- 96.4%
• Based on the 5E survey, 75% of students feel as if they are receiving ambitious instruction from teachers as follows: • English Instruction (52 - Neutral), Math Instruction (89 - Very Strong), Academic Press (93 - Very Strong). This indicates a need for better instructional materials due to 70% of the teachers being proficient in instructional delivery.

• Instructional Materials

• All 2nd – 8th grade teachers use Measuring up Live to build common core aligned assessments that follow the ILT assessment protocol.
• Based on the 5E survey, 75% of students feel as if they are receiving ambitious instruction from teachers as follows: • English Instruction (52 - Neutral), Math Instruction (89 - Very Strong), Academic Press (93 - Very Strong). This indicates a need for better instructional materials due to 70% of the teachers being proficient in instructional delivery.

Guide for Curriculum

- ○
  - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
      - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - Integrate academic and social emotional learning.
  - Connection to real world, authentic application of learning. For example,
    - Provide opportunities for meaningful project-based learning.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  -
    - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

Instructional Materials:

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

Score

1   2   **3**   4

.• All 2nd – 8th grade teachers use Measuring up Live to build common core aligned assessments that follow the ILT assessment protocol.
• Based on the 5E survey, 75% of students feel as if they are receiving ambitious instruction from teachers as follows: • English Instruction (52 - Neutral), Math Instruction (89 - Very Strong), Academic Press (93 - Very Strong). This indicates a need for better instructional materials due to 70% of the teachers being proficient in instructional delivery.

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

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

- Implementation of the standards progression protocol weekly during GLT meetings to evaluates student learning tasks
- The ILT evaluates assessments quarterly using the ILT assessment protocol and Depth of Knowledge rubric for evidence of rigor and CCSS alignment.
- Teachers design and implement student tasks and assessments that are aligned to the N12 pacing guide and curriculum map.

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). 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

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

- Students and classrooms 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 establishes partnership with High Schools (i.e. Dunbar, Simeon, 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, CTE recruitment fairs, 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.

- o **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 CTE Pathways around career options
  - ▪ 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.
- o **READINESS – Ensure equitable access to college preparatory curriculum.**
  - ▪ Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - ▪ Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - ▪ Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - ▪ Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - ▪ Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - ▪ In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - ▪ Provide opportunities for Dual Credit/Dual Enrollment
- o **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.
  - ▪ Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - ▪ Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Everything College	✓ CPS College Persistence Toolkit
✓ CPS Advisory Framework	✓ Meaningful Linkages Between Summer Programs, Schools, and Community
✓ Preventing college plans from melting away	
✓ To & Through Project	✓ From HS to the Future (CCSR, 2006)
✓ Redefining College & Career Readiness	
✓ College Scorecard	

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	CPS SCHOOL EXCELLENCE FRAMEWORK 10

Balanced Assessment & Grading: Score

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

• All Gradebooks are evaluated on a monthly basis using the Network 12 gradebook monitoring tool. Gradebooks are reviewed weekly during GLT meetings.
• All 2nd – 8th grade teachers use 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 5th week core ELA and Math, BOY, MOY and EOY assessments for TRC/Dibels and math in conjunction with bi-weekly Progress Monitoring.
• 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 GLTs reviews each teacher's weekly tasks to ensure that they are aligned to CCSS ELA and Math well as to determine their complexity according to the DOK scale.

As we have just begun to master this assessment and grading cycle, evidence of the positive impact to student achievement has been evident on the MOY NWEA assessments for most grade levels.Our MOY data shows that approximately 70% of our students made their MOY goals in ELA and Math. However, more work is needed in this area to master the full five week learning cycle.

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 **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.
  - 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

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

• No functioning MTSS team
• Teachers receive quarterly MTSS professional development from the MTSS lead
• MTSS student tracking systems developed/
• Students are given multiple opportunities for success through Re-teaching, Retaking of assessments, as well as the completion of remediation packets.
• 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 Supports

- 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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1 **2** 3 4

> • Highly functioning Behavioral Health Team
> • Check In –Check Out
> • Calm Classroom Program
> • All teachers have received CHAMPS training. Teaches 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" every five weeks.
> • 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.
> • 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
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

Score

1   2   **3**   4

> • Our school institutes a RTI 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
MTSS Framework	Shared Leadership, Family & Community Engagment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
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 Responsivness Climate
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)	

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, OST, Saturday School, Homework café, Basketball, Cheerleading, Gymnastics, True Star, A Better Tomorrow Girls Mentoring, Floor Hockey, Step Club, Drill Team, Band, Dance,. Music, 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. Simeon, Dunbar, 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.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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

• Safe Passage Program
• Behavior Health Team
• Calm Classroom SEL program
• CHAMPS in all classrooms in order to improve social-emotional learning..
• 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.
• 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
• School-wide assemblies are held which showcase students' talents, abilities, and accomplishments bi-annually.
• •

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.
- **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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

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

> • ALL 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.
> • Implementation of detention and in-school suspension systems to avoid out of school suspension.

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.
    - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
    - Well-managed routines and transitions maximize instructional time.
    - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
    - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
    - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
    - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
    - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
    - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
    - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
    - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Restorative Practice Guide & Toolkit   ✓ Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 **2** 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

• Parent/Student handbook distributed the first day of school and accessible via the website.
• Student and parent promotion contracts for all students
• Teachers provide clear expectations for student achievement and standards to parents and communicate with parents via classroom dojo and email
• 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 35% 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.
• Digital communication with parents
• Park Manor proactively communicates with families and community through email, monthly newsletters, report card pick-up, all class and social media outlets including an active school Facebook page.
• 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 and Family 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

School Excellence Framework Priorities

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

| 3 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 2 3 4 5 Ø |
| 3 | Expectations for Quality & Character of School Life: Safety & Order | 1 2 3 4 5 Ø |

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
The NWEA Reading growth data indicates a decline in reading growth. Using the MTSS Problem solving protocol, the ILT learning walks discovered that the data shows that at least 50% of the teachers need support with component 3c, specifically development of student tasks. According to the ILT collected data, most learning ELA tasks are at or below level 2 according to the DOK rubric. According to REACH observation reports, less than 70% of the teachers are rated proficient or above in Domain 3: Instruction with the area of need being 3c.	78.00	58.00	60.00	62.00	64.00
National School Growth Percentile - Math					
The NWEA Math growth data indicates a decline in math growth. Using the MTSS Problem solving protocol, the ILT learning walks discovered that the data shows that at least 70% of the teachers need support with component 3c, specifically development of delivery of math instruction and student task development. According to the ILT collected data, most learning math tasks are at or below level 2 according to the DOK rubric. According to REACH observation reports, less than 70% of the teachers are rated proficient or above in Domain 3: Instruction with the area of need being 3c.	93.00	52.00	53.00	55.00	57.00
% of Students Meeting/Exceeding National Ave Growth Norms					
A 20% drop in reading growth and 40% drop in math growth is noted as a direct result of 50% of the teachers needing support with the delivery of instruction and development of rigorous student tasks aligned with CCSS. According to the ILT collected data, most learning tasks are at or below level 2 according to the DOK rubric. ILT Learning round results indicate that less than 50% of the teachers give students rigorous learning tasks in ELA and math. According to REACH observation reports, less than 70% of the teachers are rated proficient or above in Domain 3: Instruction, specifically 3c.	63.80	55.10	57.00	59.00	60.00
African-American Growth Percentile - Reading					
A 20% drop in reading growth is noted as a direct result of 50% of the teachers needing support with the delivery of instruction and development of rigorous student tasks aligned with CCSS. According to the ILT collected data, most learning tasks are at or below level 2 according to the DOK rubric. ILT Learning round results indicate that less than 50% of the teachers give students rigorous learning tasks in ELA. According to REACH observation reports, less than 70% of the teachers are rated proficient or above in Domain 3: Instruction, specifically 3c.	78.00	58.00	56.10	58.00	60.00
Hispanic Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
n/a	(Blank)	(Blank)	0.00	0.00	0.00
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: 50% of the teachers in Diverse Learner ELA classes are engaging students in rigorous tasks based on the DOK rubric, 0% of weekly tasks are aligned to weekly assessments, 50% offer high level questioning and discussion; and 50% deliver small group instruction based on NWEA RIT.	*(Blank)*	*(Blank)*	40.00	42.00	44.00

African-American Growth Percentile - Math

A 40% drop in math growth is noted as a direct result of 50% of the teachers needing support with the delivery of instruction and development of rigorous student tasks aligned with CCSS. According to the ILT collected data, most learning tasks are at or below level 2 according to the DOK rubric. ILT Learning round results indicate that less than 50% of the teachers give students rigorous learning tasks in math. According to REACH observation reports, less than 70% of the teachers are rated proficient or above in Domain 3: Instruction, specifically 3c.	91.00	50.00	53.00	55.00	57.00

Hispanic Growth Percentile - Math

n/a	*(Blank)*	*(Blank)*	0.00	0.00	0.00

English Learner Growth Percentile - Math

.n/a	*(Blank)*	*(Blank)*	0.00	0.00	0.00

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: 0% of the teachers in Diverse Learner math lasses are engaging students in rigorous tasks based on the DOK rubric, 0% of weekly tasks are aligned to weekly assessments, 0% offer high level questioning and discussion; and 50% deliver small group instruction based on NWEA RIT	*(Blank)*	*(Blank)*	35.00	37.00	39.00

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

Reading attainment has shown growth; however, not substantial growth, specifically in grades 3rd through 5th. Using the MTSS Problem solving protocol, the ILT learning walks discovered that less than 70% of the teachers are rated proficient or above in Domain 3: Instruction with the area of need being 3c. According to the ILT collected data, all learning tasks are at or below level 2 according to the DOK rubric. ILT Learning round results indicate the only 50% of the teachers give students rigorous learning tasks in ELA.	35.00	37.00	39.00	41.00	43.00

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

Math attainment has shown growth; however, not substantial growth, specifically in grades 3rd through 5th. Using the MTSS Problem solving protocol, the ILT learning walks discovered that less than 70% of the teachers are rated proficient or above in Domain 3: Instruction with the area of need being 3c. According to the ILT collected data, all learning tasks are at or below level 2 according to the DOK rubric. ILT Learning round results indicate the only 50% of the teachers give students rigorous learning tasks in math.	38.00	32.00	34.00	36.00	38.00

National School Attainment Percentile - Reading (Grade 2)

Second grade attainment in reading has shown substantial improvement over the past two years, mostly due to the instructional redesign of the primary department from curriculum and text to teaching staff and alignment. The students are currently trending towards a 30% increase in 2nd grade reading attainment.	34.00	36.00	38.00	40.00	42.00

National School Attainment Percentile - Math (Grade 2)

Second grade attainment in math has shown substantial improvement over the past two years, mostly due to the instructional redesign of the primary department from curriculum and text to teaching staff and alignment. The students are currently trending towards a 40% increase in 2nd grade math attainment.	19.00	17.00	19.00	25.00	30.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

According to Dashboard, our average student attendance has been at and above the 95% mark for the past three years and is currently trending upwards. Using the MTSS Problem solving protocol, the attendance committee has identified areas of concern with student attendance and put in place several interventions such as: attendance contracts, parent conferences, classroom competitions, monthly incentives and trophies.	95.70	96.40	96.50	96.70	97.00

My Voice, My School 5 Essentials Survey

Park Manor was ranked Well-Organized.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics
0 of 0 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Expose students to high quality, rigorous, daily tasks in ELA and Math that are aligned to the CCSS, level three or above (as measured by DOK) and differentiated based on student data	Improved attainment for all students	A 5% increase in student attainment in ELA and Math annually as measured by the state and district assessments.

Tags:
Rigorous tasks, Balanced literacy, Alignment, Analysis of data, progress monitoring, rit instruction, small group instruction, Rigorous instruction, Ccss literacy, Ccss math, Component 3c, Balance math, Aligned scope and sequence

Area(s) of focus:
1, 2

Action step	Responsible	Timeframe	Status
Review N12 Pacing guide for ELA and Math. Revise pacing guides to accommodate the needs of current students according to SY18 data	ILT	Jul 1, 2018 to Aug 31, 2018	Not started

Ccss literacy, Ccss math, Aligned curriculum, Aligned scope and sequence

Implement the standards progression monitoring protocol wherein weekly tasks are evaluated for alignment to CCSS and progression through the complete standard.	All teachers (GLTs)	Aug 27, 2018 to Jun 12, 2020	Not started

Rigorous tasks, Task analysis, Ccss literacy, Ccss math, Aligned curriculum, Aligned scope and sequence

Implement the Task analysis protocol to ensure rigor on the weekly tasks according to the DOK chart (level 3+ required).	All teachers (GLTs	Aug 27, 2018 to Jun 12, 2020	Not started

Rigorous tasks, Task analysis, Ccss literacy, Ccss math, Aligned curriculum, Aligned scope and

sequence

Implement the Assessment Analysis Protocol to ensure rigor on 5th week core assessments and alignment of weekly tasks according to the DOK chart (level 3+ required) and CCSS.	ILT	Aug 27, 2018 to Jun 12, 2020	Not started

Assessment design, Academic rigor, Ccss all

Conduct quarterly internal learning rounds to observe and measure standard and task implementation.	ILT	Aug 27, 2018 to Jun 12, 2020	Not started

ILT, Task analysis, Academic rigor, Learning rounds

Implement 5-week data cycles to monitor student growth and attainment in both ELA and Math and guide instruction based on student needs.	Teachers/Administration	Aug 27, 2018 to Jun 12, 2020	Not started

Core Instruction, Progress moniorting, Data anaysis

Strategy 2

If we do...	...then we see...	...which leads to...
Build teacher capacity for the instructional delivery of CCSS in both ELA and Math through on-going professional development focused on the implementation of the learning block, daily task selection, content delivery and aligned assessments	Improved core instruction in both ELA and Math	A 5% increase in both student attainment and growth in ELA and Math annually as measured by the state and district assessments.

Tags:
Core Instruction, Professional development, Rigorous tasks, Rigorous instruction, Ccss literacy, Ccss math, Ccss science

Area(s) of focus:
1, 2

Action step	Responsible	Timeframe	Status
Build teacher capacity for the instructional delivery of CCSS in both ELA and Math through on-going quarterly professional development focused on the implementation of the learning block, daily task selection, content delivery and aligned assessments	Administration/ILT	Aug 27, 2018 to Jun 12, 2020	Not started

Professional Learning, Professional development, Rigorous tasks, Teacher capacity, Rigorous instruction, Ccss literacy, Ccss math

Hire an instructional consultant to assistant teachers with unpacking and implementing the CCSS in ELA and math.	Administration	Jul 2, 2018 to Aug 31, 2018	Not started

Core Instruction, Professional development, Rigorous tasks, Teacher capacity

Participate in quarterly local, district and other professional development sessions focused on the implementation of CCSS in ELA and Math to strengthen the Park Manor teacher capacity. Utilize the train the trainer model to develop full staff.	ILT/Administration	Jul 2, 2018 to Jun 19, 2020	Not started

Core Instruction, Professional development, Teacher capacity, Ccss literacy, Ccss math

Hire a science consultant to support individual teachers with targeted areas of need to ensure implementation of NGSS and Domain 3 with fidelity.	Administration	Jul 2, 2018 to Jan 31, 2019	Not started

Adjust staffing to hire two departmentalized science lead instructors in the intermediate and middle school grade bands.	Administration	Jul 2, 2018 to Aug 24, 2018	Not started

Hire an intermediate math teacher for departmentalized 4th - 5th grade math	Administration	Jul 2, 2018 to Aug 24, 2018	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Implement a school-wide culture of positive behavior and high quality instructional practices that ensure tiered supports for all students	Improved student achievement, increased levels of growth and attainment in all classes, and an improved overall school culture	A 5% annual decrease in discipline infractions and a 5% increase in both ELA and Math Attainment and Growth as measured by the state and district assessments.

Tags:
MTSS, Academic mtss, Behavior mtss, Mtss tiers 1, 2, and, Mtss team

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

Action step	Responsible	Timeframe	Status
Enhance the MTSS team for 2018 to include stakeholders representing general education and diverse learner instruction, school culture, and attendance.	MTSS Lead/Counselor	Aug 27, 2018 to Sep 28, 2018	Not started

Mtss team

Use assessment, gradebook, behavior, and attendance data to identify students in need of Tier 2 and 3 behavioral and academic interventions. Provide and track interventions daily utilizing the intervention log. Review with the team quarterly.	MTSS Team/Counselor	Oct 8, 2018 to Jun 5, 2019	Not started

Academic mtss, Behavior mtss, Mtss process

Provide bi-annual PD for all faculty and staff in documenting Tier 2 and 3 behavioral and academic interventions	MTSS Team/Counselor	Aug 27, 2018 to Jun 19, 2020	Not started

Professional developoment, Mtss process

Purchase and implement various SEL programs to be implemented both during and after school that support the Tier 1 MTSS plann school-wide. Provide quarterly PD in implementing the programs (i.e. Calm Classroom, PBG Mentoring, South Shore Drill & Mentoring; Praize Production, Orion's Mind, etc).	Administration	Jul 2, 2018 to Sep 28, 2018	Not started

Academic mtss, Behavior mtss, Mtss sel

Hire MTSS Lead and/or MISC staff to support the MTSS SEL initiatives including, but not limited to: mentoring, check-in/check-out, mentoring groups, and other Tier 2 behavioral interventions as needed for targeted students.	Administration	Aug 1, 2018 to Aug 31, 2018	Not started

Staffing, Mtss sel

Provide after school intervention programs (based upon 26+ percentiles from NWEA data) that are geared towards increasing both mClass Math TRC/DIBELS and NWEA growth/attainment in ELA and Math to +70% in K-8th grades.	Administration/Teachers	Oct 1, 2018 to May 29, 2020	Not started

MTSS, Tutoring, Academic mtss

Restructure and add additional the ancillary classes (hire new staff) to ensure alignment with the new CPS Art curriculum and state standards.	Administration	Jul 2, 2018 to Aug 31, 2018	Not started

Staffing, Mtss sel

Action Plan

Strategy 1

NOT STARTED

Review N12 Pacing guide for ELA and Math. Revise pacing guides to accommodate the needs of current students according to SY18 data"

Jul 01, 2018 to Aug 31, 2018 - ILT

Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
Revised pacing guides per grade level as needed.

NOT STARTED

Implement the standards progression monitoring protocol wherein weekly tasks are evaluated for alignment to CCSS and progression through the complete standard."

Aug 27, 2018 to Jun 12, 2020 - All teachers (GLTs)

Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
Standards Progression Binder

NOT STARTED | Implement the Task analysis protocol to ensure rigor on the weekly tasks according to the DOK chart (level 3+ required)."

Aug 27, 2018 to Jun 12, 2020 - All teachers (GLTs

Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
Task Analysis Binder

NOT STARTED

Implement the Assessment Analysis Protocol to ensure rigor on 5th week core assessments and alignment of weekly tasks according to the DOK chart (level 3+ required) and CCSS."

Aug 27, 2018 to Jun 12, 2020 - ILT
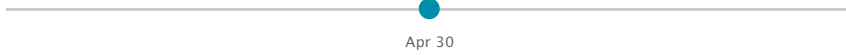
Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
Task Analysis Binder w/ Assessments

NOT STARTED | Conduct quarterly internal learning rounds to observe and measure standard and task implementation."

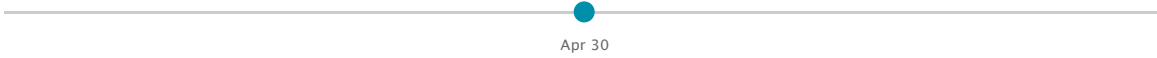Aug 27, 2018 to Jun 12, 2020 - ILT

Status history

———————————————●——————————————————

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
Learning Round Data and Feedback Forms

NOT STARTED

Implement 5-week data cycles to monitor student growth and attainment in both ELA and Math and guide instruction based on student needs."

Aug 27, 2018 to Jun 12, 2020 - Teachers/Administration

Status history

———————————————●——————————————————

Apr 30

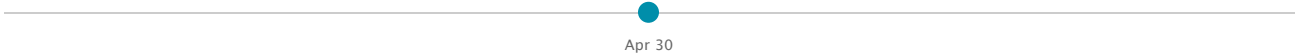NOT STARTED | Apr 30, 2018
Evidence
Core Data Presentations

Strategy 2

NOT STARTED

Build teacher capacity for the instructional delivery of CCSS in both ELA and Math through on-going quarterly professional development focused on the implementation of the learning block, daily task selection, content delivery and aligned assessments"

Aug 27, 2018 to Jun 12, 2020 - Administration/ILT

Status history

————————————————————●—————————————————

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
PD Agenda and Sign In sheets

NOT STARTED | Hire an instructional consultant to assistant teachers with unpacking and implementing the CCSS in ELA and math."

Jul 02, 2018 to Aug 31, 2018 - Administration

Status history

————————————————————●—————————————————
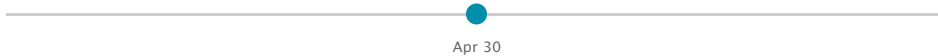
Apr 30

NOT STARTED | Apr 30, 2018
Evidence
New Hire

NOT STARTED

Participate in quarterly local, district and other professional development sessions focused on the implementation of CCSS in ELA and Math to strengthen the Park Manor teacher capacity. Utilize the train the trainer model to develop full staff."

Jul 02, 2018 to Jun 19, 2020 - ILT/Administration

Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
Recorded attendance at PD sessions, implementation at school level of learned strategies.

NOT STARTED

Hire a science consultant to support individual teachers with targeted areas of need to ensure implementation of NGSS and Domain 3 with fidelity."

Jul 02, 2018 to Jan 31, 2019 - Administration

Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
New Hire

NOT STARTED | Adjust staffing to hire two departmentalized science lead instructors in the intermediate and middle school grade bands."

Jul 02, 2018 to Aug 24, 2018 - Administration

Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
New Hire

NOT STARTED | Hire an intermediate math teacher for departmentalized 4th - 5th grade math"

Jul 02, 2018 to Aug 24, 2018 - Administration

Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
New Hire

Strategy 3

NOT STARTED

Enhance the MTSS team for 2018 to include stakeholders representing general education and diverse learner instruction, school culture, and attendance."

Aug 27, 2018 to Sep 28, 2018 - MTSS Lead/Counselor

Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
Full team roster representing all; stakeholders

NOT STARTED

Use assessment, gradebook, behavior, and attendance data to identify students in need of Tier 2 and 3 behavioral and academic interventions. Provide and track interventions daily utilizing the intervention log. Review with the team quarterly."

Oct 08, 2018 to Jun 05, 2019 - MTSS Team/Counselor

Status history

Apr 30

| NOT STARTED | Apr 30, 2018 |
Evidence
MTSS Data Log

| NOT STARTED | Provide bi-annual PD for all faculty and staff in documenting Tier 2 and 3 behavioral and academic interventions"

Aug 27, 2018 to Jun 19, 2020 - MTSS Team/Counselor

Status history

Apr 30

| NOT STARTED | Apr 30, 2018 |
Evidence
PD agendas and implementation

| NOT STARTED |
Purchase and implement various SEL programs to be implemented both during and after school that support the Tier 1 MTSS plann school-wide. Provide quarterly PD in implementing the programs (i.e. Calm Classroom, PBG Mentoring, South Shore Drill & Mentoring; Praize Production, Orion's Mind, etc)."

Jul 02, 2018 to Sep 28, 2018 - Administration

Status history

Apr 30

| NOT STARTED | Apr 30, 2018 |
Evidence
Purchased and implemented

| NOT STARTED |
Hire MTSS Lead and/or MISC staff to support the MTSS SEL initiatives including, but not limited to: mentoring, check-in/check-out, mentoring groups, and other Tier 2 behavioral interventions as needed for targeted students."

Aug 01, 2018 to Aug 31, 2018 - Administration

Status history

Apr 30

| NOT STARTED | Apr 30, 2018 |
Evidence
New Hire/Budget

| NOT STARTED |
Provide after school intervention programs (based upon 26+ percentiles from NWEA data) that are geared towards increasing both mClass Math TRC/DIBELS and NWEA growth/attainment in ELA and Math to +70% in K-8th grades."

Oct 01, 2018 to May 29, 2020 - Administration/Teachers

Status history

Apr 30

| NOT STARTED | Apr 30, 2018 |
Evidence

Student attendance, increased achievement in ELA and Math

NOT STARTED

Restructure and add additional the ancillary classes (hire new staff) to ensure alignment with the new CPS Art curriculum and state standards."

Jul 02, 2018 to Aug 31, 2018 - Administration

Status history

Apr 30

NOT STARTED | Apr 30, 2018
Evidence
New Hire

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

ESSA Program

◉ ESSA 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.

○ ESSA 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

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

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

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 will be held on September 13, 2018. The Annual Organizational meeting was held on September 13, 2018. Monthly meetings for PAC are held every 2nd Thursday of the month.

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

Parents 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, parent 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.

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 assesmsents are distributed to parents and students at the BOY, MOY and EOY marks. Individualized growth targets and skill analysis of strengths/weaknesses is distributed with every exam. In addition, all students receive contract reports.

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

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 and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents 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 family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Park Manor staff members will participate in various community based activities, including the Back to School Fest and church events. Park Manor teachers are required to keep an active written line of communication with parents via class dojo or google email. 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 and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

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 will 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 and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Park Manor will continue to provide parents will information via the bi-monthly newsletter, email , 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 and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

n/a

School-Parent Compact   Complete

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

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. In addition, we give parent contract.. 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 opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents are 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 3rd - 8th grade 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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

> Parents will have training that support student academics. Refreshments will be served at monthly PAC meetings. Supplies and equipment will be purchased for the PAC room.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1037 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 200 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 300 .00
54205 Travel	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount .00
54565 Reimbursements	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1	$ Amount .00

parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

$ Amount .00

53306   **Software**
Must be educational and for parent use only.

$ Amount .00

55005   **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

$ 500 .00