Manley Career Academy High School  /  Plan summary

# 2018-2020 plan summary

Team

| Name | Role | Email | Access |
| --- | --- | --- | --- |
| BRIAN COLLIER | DEAN | BACOLLIER1@CPS.EDU | Has access |
| SAMANTHA BRENNER | TEACHER | SJBRENNER@CPS.EDU | Has access |
| CARRIE WILLIAMS | TEACHER | CAWILLIAMS5@CPS.EDU | Has access |
| STELLA MELONE | TEACHER | skarakatsanis@cps.edu | Has access |
| MATTHEW UNANDER | TEACHER | MCUNANDER@CPS.EDU | Has access |
| TRISTA HARPER | PRINCIPAL | TLHARPER1@CPS.EDU | Has access |

Team meetings

| Date | Participants | Topic |
| --- | --- | --- |
| 02/15/2018 | ILT | SEF |
| 02/16/2018 | ILT | SEF |
| 03/15/2018 | ILT | Strategies |
| 04/05/2018 | ILT | Strategies |
| 04/11/2018 | ILT | Action plan |

| | | |
|---|---|---|
| 04/18/2018 | Meeting/Principal | overall |
| 04/19/2018 | Meeting/Principal/budget | overall |
| 04/19/2018 | Grade level | overall |
| 04/24/2018 | ILT meeting | overall |
| 04/30/2018 | ILT members-revision | SEF |
| 04/27/2018 | ILT members-revision | Strategies |
| 05/22/2018 | ILT members | strategies |

School Excellence Framework

## Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

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.

Score

1   2   **3**   4

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

We have teams that focus on different aspects of school culture: Department meetings, ILT and Grade Level Teams. These teams work collaboratively to solve problems and plan the school-wide celebrations.

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

We started off the year with 4-week unit plans, which is culminating with skill-based assessment using Academic Achievement aligned by SAT/CCSS. Every 5th week, Core area teachers benchmark students using Academic Approach and then meet with the Admin for their Performance Management (PM) sessions. During this sessions, the teacher and Admin go over the following:
* Reflect on data
* Develop re-teaching plans
* Develop and create strategic TIER system of support
* Revise and edit existing plans
* Create opportunities for advancement and growth
The teachers also decided to conduct a MOY SAT style assessment using Academic Approch.

In addition, the teachers developed a common grading protocol in which teachers created shared categories: Formative 40%; Summative 20% and Course work 40%.

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

Data:
Planning and Preparation REACH: of staff scored 12%Proficient
Designing Coherent Instruction REACH: 29% scored Proficient
Instructional Outcome: 45% scored Proficient
Student Engagement: 85% scored Proficient
Reflecting on Teaching & Learning 67% scored Proficient

## 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



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

**Instructional Leadership Team:**

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

Score

1    2    **3**    4

Shared Leadership: Our ILT consists of our content area department chairs. ILT members work together to create non-negotiable curriculum practices that are agreed upon and disseminated to our staff through department meetings. Each department and grade level has members that are represented. Weekly professional development, grade level meetings, and data protocols are used to measure success.
The teams consistently reviewing and revising current goals, protocols, and initiatives based on student data, needs and district mandates.

Use of Protocols: FILWs, student work protocols: Literacy initiative, close reading, word problems in mathematics, using the AMEGO ( Advanced Mathematics Educational Graphic Organizer)

Use of Timely Data: Data is used to determine the instructional needs of the school as gathered through SAT/PSAT FALL/SPRING assessment, 5-week Benchmark data, MOY assessment, school-wide Literacy Initiative protocols and common instructional strategies such as stations, seminar, close reading etc...

The ILT team conducts the following: Review and analyze data from SAT/PSAT/ Benchmark exams; create potential actions and concentrations; make a preliminary determination regarding instructional focus and strategies; establish goals and form instructional plans; evaluate the effectiveness of all plans and protocols.

Scheduled Meetings: ILT/Grade level team meets on a bi-weekly basis or "as needed"

Collaboration and Communication with Stakeholders: The ILT/GLL works as a team to create instructional practices and also helps to set the ideas in motion. The School-wide literacy initiative was created to ensure that all students in all grade levels are able to produce clear essays and other writings with consistency. Instructional Leadership also takes place in Department meetings. During these meetings, teachers are able to focus on developing comprehensive strategies, approaches to learning and creating TIER systems of support. Adjustments are made in the Department Meetings that also help to contribute to student learning.

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

Guide for Instructional Leadership Team

- Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?"**
- Share leadership for improving teaching and learning with representative school members.
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- Use protocols and ask probing questions.
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.

- Use timely and relevant data/evidence sources.
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- Schedule and structure frequent meetings.
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- Collaborate effectively, value transparency, and inform and engage stakeholders.
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ ILT Effectiveness Rubric Score<br>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)<br>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff<br>✓ Teacher team agendas/minutes reflective of ILT focus |
| Measures | ✓ Five Essentials: Instructional Leadership |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| MTSS Framework | Shared Leadership, Evaluation of MTSS |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4d. Growing and Developing Professionally<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP<br>A2. Implements Data Driven Decision Making and Data Driven Instruction |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| ✓ Instructional Leadership Team Planning Tools<br>✓ 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 Learning that Closes Achievement Gap: Adapted Professional development based on school-wide data and teacher needs.

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

Additionally, Core area teachers, including post-secondary and grade level team members participate in on-going district mandated professional development that concentrates on instructional quality and support, such as Agency, Identity, and Authority

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

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

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


Planning and Preparation REACH: of staff scored 65 %Proficient
Designing Coherent Instruction REACH: 55% scored Proficient
Instructional Outcome: 45% scored Proficient
Student Engagement: 85% scored Proficient
Reflecting on Teaching & Learning 67% scored Proficient

My School, My Voice:
Quality Professional Development: Strong 72/100
The areas related to this category include whether or not professional development opportunities: included opportunities to work with teachers from other schools, included enough application/practice time, were designed to be implemented over time, and included opportunities to work productively with their colleagues.

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


## Evidence, Measures, and Standards

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

---

The school day that is responsive to student needs: This year, we adopted an advisory schedule, which allows for the students to be within a TIER structure to work on Restorative practices, goal setting and to receive additional support. In addition, we spend this time on PSAT/SAT support along with post-secondary practices.

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

Hiring Team: Staff was included in interviewing candidates for certain positions at the end of SY17 using an Interview Protocol. Most of our school budget prioritizes student activities; we planned for teachers to show-case or host a walk-through of some of the skills learned at our staff PD.

Grade level teams are responsible for the following actions: Attendance, Behavior, Academics, including SEL support. The team is a collective group who work collaboratively to build teacher time for all students who need makeup work or who need interventions on a bi-weekly basis.

Retention Strategy Based on Data:

Community Partnerships: We have the following organizations as partners: Course partners: EMBARC, Gear-Up and One Goal. Also, we have SEL services such as NRW and UCAN services.

My School, My Voice Data:
Program Coherence: Neutral 54/100
• 13% strongly disagree, 33% disagree, 27% agree, and 27% strongly agree that many special programs come and go and they can't keep up with them all.
• 27% strongly disagree, 20% disagree, 40% agree, 13% strongly agree that Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school
* Teacher Influence: Very Weak 12/100
Planning and Preparation REACH: of staff scored 65 %Proficient
Designing Coherent Instruction REACH: 55% scored Proficient
Instructional Outcome: 45% scored Proficient
Student Engagement: 85% scored Proficient
Reflecting on Teaching & Learning 67% scored Proficient

---

## 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<br>✓ Teacher retention rates<br>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)<br>✓ Candidate interview protocol documents<br>✓ List of community-based organizations that partner with the school and description of services<br>✓ Evidence of effectiveness of the services that community-based organizations provide<br>✓ 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<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time<br>B4. Hires and Retains Highly Effective Teachers |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| ✓ Aligning Resources with Priorities: Focusing on What Matters Most<br>✓ Instructional Supports<br>✓ Strategic Source Vendor List<br>✓ CPS Instructional Time Guidelines: Elementary School Overview<br>✓ CPS Instructional Time Guidelines: High School Overview<br>✓ CPS Instructional Block Guidance: K-2 Literacy<br>✓ 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

Alignment of SAT/CCSS standards: Teachers spent time in departments at the end of the year and through the summer creating Curriculum Maps for 2017-2018 with alignment to CCSS/SAT and school-wide initiatives related to Literacy & Writing including SAT Math shifts. Teachers collaborated across grade levels & disciplines to develop horizontal & vertical expectations for all curriculum.

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

Use of Essential Questions: Lessons flow in scope & sequence and are related to an Essential Question.

Presence of Disciplinary Literacy: (Reading, Writing, and Speaking) We have identified academic writing as a focus for the last four years. We have implemented a close reading protocol and literacy initiative to support the development of our students' writing skills. In addition to this, we have focused on Argumentative Writing with a strong focus on citing evidence, reasoning to develop ideas and to connect claims and evidence; and stylistic and persuasive elements, such as word choice or appeals to emotion.

Differentiated Instruction: We have emphasized the importance of spiraling skills to promote skill mastery. We have also implemented five-week benchmark assessments. Teachers use stations and groups to differentiate instruction. All teachers have been trained on and are expected to use gradual release during their instruction. In addition, we have developed co-teaching strategies where students are tiered. Each tier focuses on a specific area to support students' strengths and weaknesses.

Qualitative/Quantitative Difference Between Levels of Courses:

SEL: We currently have a grade level team that focuses on SEL practices and support for students. in place and we have partnerships with outside organizations who provide counseling services to our students: UCAN, and NRW.

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

Related Data:
1.) PSAT/SAT data over time

My School, My Voice:
Ambitious Instruction: 72/100 Strong
Collaborative Teachers: 55/100 Neutral

Data:
Planning and Preparation REACH: fstaff scored Proficient
Designing Coherent Instruction REACH: scored Proficient
Instructional Outcome: scored Proficient
Student Engagement: scored Proficient
Reflecting on Teaching & Learning scored Proficient

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



| EVIDENCE, MEASURES, AND STANDARDS | |
| --- | --- |
| Suggested Evidence | ✓ Curriculum maps, vertical/horizontal<br>✓ Sequencing and pacing guides<br>✓ Thematic units which cover multiple disciplines<br>✓ Comprehensive unit plans including assessments |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Effective Leaders<br>Collaborative Teachers |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 3a. Communicating with Students<br>3c. Engaging Students in Learning<br>1a. Demonstrating knowledge of content and pedagogy<br>1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**
- ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
- ✓ CPS Literacy Scope and Sequence
- ✓ CPS Math Scope and Sequence Guidance
- ✓ Digital Citizenship Curriculum
- ✓ K-12 Financial Literacy Guide
- ✓ Personal Finance 3.0 Course
- ✓ Physical Education Scope & Sequence
- ✓ Health Education Scope & Sequence
- ✓ Interdisciplinary African & African American Studies Curriculum
- ✓ Interdisciplinary Latino and Latin American Studies Curriculum

**Instructional Materials:**

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

Score

1  **2**  3  4

Aligned with Curriculum and Varied:

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

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

Use of Manipulatives: Manipulatives in station work

Materials Help Students to Show Learning if Different Ways: Professional development to scaffold student's learning through the DOK levels including instructional strategies and tutorial services like Khan Academy/Edgenuity and Test-Rocker.

In the Social Studies Department, students use DBQ (Document Based Questions) along with a variety of artifacts (primary documents; visuals) to explore historical topics, cite text-based evidence, and create claims/evidence based on their findings including stylistic devices (ethos/pathos/logos). Students engage in daily power points that provide visual learners with access to different aspects of the curriculum. Currently, students will begin to work on web-based interactive learning guides which expose students to primary document texts, color-rich videos/pictures, and audio in a technological setting. This year grades 9-11 will engage in web-based SAT practices with video tutorials with the use of Khan Academy and other web-based programs to increase Spring SAT scores. In addition, teachers will be using Academic Approach to develop benchmark assessments in order to create SAT-style questions.

Use of video/LCD projectors is also incorporated. In CTE students have access to different forms of instructional materials to enhance learning such as print-based media: textbooks, supplemental texts (cookbooks) biographical and historical texts, periodicals, journals and newspapers. Students also utilize computer-based programs (On cooking)and text supplements( Culinary Essentials Student site) as well as a variety of online materials for flexibility. We use materials based on learner needs and student engagement. We also use Naviance for SAT prep and post-secondary support.

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

My School, My Voice:
Program Coherence: 54/100 Neutral

Teacher Influence: 12/100 Very Weak

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 <br> ✓ Evidence of scaffolding and differentiation for all students to access the content/skills <br> ✓ Description of materials in curriculum and/or lesson plans <br> ✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction <br> Supportive Environment |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 1a. Demonstrating Knowledge of Content and Pedagogy <br> 1b. Demonstrating Knowledge of Students <br> 1c. Selecting Learning Objectives <br> 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 <br> ✓ UDL PD Modules <br> ✓ 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

Belief that All Students Can Learn:

Cognitively Challenging Tasks:

Tasks reflect Key Shifts in Literacy (Complexity, evidence, knowledge [non-fiction]): Literacy initiative accounts for the complexity, evidence, and knowledge sections of the key shifts in literacy. Evidence must clearly be cited because of the provided layout. This is also a consistent protocol that all students are using. These are reviewed by the ILT and the process is revised based on what students are mastering. Teachers are expected to use standards-based learning objectives as well as DOK levels 3 and 4. Our writing initiative requires students to close read, cite evidence and use academic vocabulary. In addition to this, students write argumentative essays and respond to argumentative style using the SAT framework (evidence; reasoning to develop ideas and to connect claims and evidence; stylistic or persuasive elements, such as word choice or appeals to emotion.

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

Creation of Authentic Work: In department meetings, we develop day to day plans to increase our instruction practices in our classroom with by focusing on TEXT-TASK-TALK.

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

Data Source:REACH Observation
Engaging Students into learning: scored Proficient
Communicating with students: scored Proficient
Questioning students: scored Proficient
Using Assessments student learning: scored Proficient
Demonstrating Flexibility: scored Proficient

My School, My Voice Data:
Ambitious Instruction: 72/100 Strong

## 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

The post-secondary leadership team meets bi-weekly to target student's post-secondary plans, which includes FAFSA submission, at least 5 college application, post-secondary fairs, field trips, MTSS support, and transition plans. Action items, in the form of SMART goals, are implemented after each meeting by post-secondary partnerships, classroom teachers, and administration. The senior class is split up so that each member of the PLT team has a cohort of students that they mentor. Each mentor is responsible for collecting data from their students and having monthly check-ins to complete action items.

All of our students are exposed to post secondary initiatives and events including CTE experiences by the end of the first semester of each school year. Examples of exposure, events and experiences are but not limited to:

Post-secondary based advisory curriculum for all grade levels; CTE college workshops; dual enrollment program; AP classes offered; College visits/field trips; outside SAT prep; CTE visits to trade schools; CTE job shadows and internships; CTE business partnerships; CTE/program specific guest speakers; CTE offsite work based experience; After School Matters; Gear Up; Embarc curriculum and field trips; OneGoal curriculum and field trips.

All senior students are enrolled in a post-secondary based elective class, either OneGoal or Embarc. This ensures that each senior receives daily instruction that targets the development of their post-secondary plans. Each curriculum includes social emotional development that research from the University of Chicago Consortium supports.

Our post-secondary partners support students with the transition after high school by helping them complete their FASFA's, apply for scholarships, attend college trips, and apply to multiple colleges. They involve guardians by scheduling parent conferences to discuss each student's goals and current progress. Partners assist in running senior night event for families.

All student data is tracked using Naviance, Salesforce (for OneGoal students), and an internal tracker created the Post-Secondary Leadership Team. Data is updated weekly to inform our goals.

The activities that are related to post-secondary success at Manley are driven by the district-wide college and career readiness standards. Manley's data is reported monthly through the KPI survey. There is a uniform process that has been identified and is followed to capture all activities regardless of the sponsoring staff member or community partner. College and career readiness activities are facilitated through English classes, CTE classes, and Senior Seminar (either Embarc or OneGoal). Quarterly opportunities for parents to become aware and participate in the overall experience are advertised/encouraged through various means of communication including robo-calls, letters home, individual phone calls, and emails. We have established partnerships with community businesses to allow hands-on work experience that culminates into certifications and trade attainment, our most popular partnership is with Windward Construction.

To date, 100% of seniors have articulated a post-secondary plan, students/parents are completing FAFSA, students are applying to colleges/universities, taking the ASVAB, re-taking the SAT on national test dates in hopes of reflecting academic growth, and completing scholarship opportunities in an effort to alleviate financial gaps associated with the cost of attendance. Following graduation, there is a plan to assist students in transitioning into the respective areas for post-secondary success by working with the summer melt staff and post-secondary partner staff. Activity mandates are in place to ensure that students stay focused on post-secondary goals - they are not able to participate in specified, privileged activities if they have not met the terms of the agreement that is endorsed by the student and parent/guardian.

Related Data:
1. During SY16, 31% of the 55 graduates enrolled in college.
2. During SY15, 28 students enrolled in college and 54% of them persisted.
3. 30% of the Manley class of 2018 has participated in the culinary CTE program.
4. 100% of students are enrolled in a senior seminar curriculum (61% of student are in Embarc, 39% of students are in OneGoal)

Planning and Preparation REACH: of staff scored 65 %Proficient
Designing Coherent Instruction REACH: 55% scored Proficient
Instructional Outcome: 45% scored Proficient
Student Engagement: 85% scored Proficient
Reflecting on Teaching & Learning 67% scored Proficient

My School, My Voice Data:
School-Wide Future Orientation: 51/100 Neutral
This area was rated as neutral and suggests that we have some measures in place to ensure that students stay in school and have a post secondary plan, but that we need increase our efforts in this area.

Student-Teacher Trust: 65/100 Strong
This area was rated as strong indicating that some students and teachers have a mutual relationship based on trust and support.

Expectations for Postsecondary Education: 36/100 Weak
This area was rated as weak and suggests that most students didn't feel as though there was an expectation for them to attend colleges. The support and structures that have been revised ensure that there is a shift in this mentality.

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,**

- 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.

- **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.
- **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
- **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



Expectations for depth & breadth of Quality Teaching                                   3 of 3 complete

**Instruction:**

Score

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.

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

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

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

Using Academic approach, teachers will create assessments with the constructed response and data must be posted in classrooms to show mastery of skills

Unit Plan Expectations: Do NOW and exit questions taken from the CCSS/SAT aligned test bank items from Academic Approach, Daily Objectives ( 4 weeks), standards (CCSS, NGSS, IL), and a detailed lesson that specifies TIer interventions and support for Diverse Learners.

In Quarter 3, teachers will conduct FILWS (Focused Instructional Learning Walks) once a week.

This year, the Manley team created Curriculum maps for ELA and Math courses in the beginning of the school year.

Communication w/Students (3a): Course syllabi are provided to students at the beginning of each semester
Emphasize writing (literacy initiative) in all unit plans with the emphasis on students being able to provide textual evidence based on author's claim and use stylistic approaches to express ideas.

Questioning and Discussion (3b): Teachers are trained on DOK level and must maintain a DOK level 3 to 4 by the end of each class. Most teacher script their lessons to ensure that high DOK is met; teachers measure the effectiveness of the DOK level through exit slips. In addtion, teachers meet in their respective departments to develop accountable talk questions based on the text and task.

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

Use Assessment in Instruction (3d): Teachers assess students via exit slips (daily) and utilize exit slips to create station activities
Teachers are assessing students bi-weekly using the stored test bank using academic achievement
Exit slips are reviewed daily and teachers are required to bring exit slips to post conferences
Bi-weekly assessments are created by course teams and reviewed prior to being administered
Final exams are reviewed by the admin team prior to being administered
Performance Management session is every 5 weeks and concentrate on teachers' data, unit plans, and instructional groups.

Demonstrate Flexibility (Make Adjustments) (3e): Teachers must create station activities at least once a week, which focus on response to intervention and based on bi-weekly assessments, exit slips and final exams. Teacher reteach or spiral lessons ( skill by skill) to ensure that all students mastery skills at 75% or higher. Teachers also co-teach on Wednesdays and Thursdays to support the three tier system by providing instructional and tutorial support in SAT.

Data Source:REACH Observation
Engaging Students into learning: scored Proficient
Communicating with students:scored Proficient
Questioning students: scored Proficient
Using Assessments student learning: scored Proficient
Demonstrating Flexibility: scored Proficient

My School, My Voice:

English instruction was rated as being strong (79/100) and characterized by having students:
• improve their work
• discuss how culture, time, or place affect an author's writing
• discuss real-life connections to literature
• explain how writers use tools (i.e. symbolism, metaphor, etc) to


Math instruction was rated as being very strong (99/100) and characterized by having students:
• write problems for others to solve
• write to explain how they solved a problem
• apply math to real-life situations


Academic Press was rated as being strong (68/100) and students reported that:
• teachers ask difficult questions
• mathematics classes are challenging


Quality of Student Discussion was rated as being neutral (41/100)

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)<br>✓ Informational observations, peer observations, learning walks<br>✓ Lesson studies |
| Measures | ✓ SQRP Attainment and Growth<br>✓ REACH observation trends (de-identified) |
| Five Essentials | Ambitious Instruction<br>Effective Leaders<br>Supportive Environment |
| MTSS Framework | Curriculum & Instruction |
| CPS Framework for Teaching | 3a. Communicating with Students<br>3b. Using Questioning and Discussion Techniques<br>3c. Engaging Students in Learning<br>3d. Using Assessment in Instruction<br>3e. Demonstrating Flexibility and Responsiveness |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>B2. Observes and Evaluates Staff and Gives Feedback to Staff |
| NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING | |
| ✓ CPS Framework for Teaching with Critical Attributes<br>✓ CPS Framework for Teaching Professional Learning Modules<br>✓ CPS Framework for Teaching Professional Learning Opportunities<br>✓ Special Education Addendum<br>✓ English Language Learner Addendum | CPS SCHOOL EXCELLENCE FRAMEWORK   18 |

**Balanced Assessment & Grading:**

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

Score

1 **2** 3 4

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

Every 5th week, we will implement benchmark assessments using Academic Approach. Teachers will utilize the CCSS/SAT aligned questions using Academic Approach guided by the five-week Benchmark Assessment. Teachers will create unit plans based on the information garnered from the five week assessments.

Manley teachers adhere to a consistent uniform grading scale with categories properly weights for formative assessments (40%), summative (20%), and classwork (20%) grades.

In CTE, students are assessed multiple ways to give them several opportunities to demonstrate mastery and competence of subject matter. Authentic assessments take place using Speaking and Listening standards for students that may not meet grade level writing standards. All students complete practical assessments of technical skills based on CTE Standards. Students are given opportunities and encouraged to re-take assessments that they performed poorly on within the 5-week time-frame for working.

Data Source:REACH Observation
Engaging Students into learning: scored Proficient
Communicating with students: scored Proficient
Questioning students: scored Proficient
Using Assessments student learning: scored Proficient
Demonstrating Flexibility: scored Proficient

## 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:**

Score

1 **2** 3 4

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.

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

We have five-week on-track monitoring cycles for grades including incentive programs for students who currently are receiving A, B's and C's (we emphasize B's or better for our 9th-grade students). We utilize the BAG reports which also include behavior and attendance and grades (academics) and use that data to monitor student on-track rates. We have Tier 2 supports including teachers working with students to check-in on specifically in terms of academic support. We also have a male-support group that focuses on intense student support (Tier 3) to target students who are struggling academically, behaviorally, or have poor attendance.

We have grade level meetings where teachers can use "student talk" to problem solve. During grade level meetings, the following occurs: review all respective data, data analysis, develop root causes, create solutions per grade level per student, develop task, action items and set due dates; measure success and failures the following week.

In addition, we have restorative practices set up where teachers can utilize peace circles and restorative chats with the help of trained teachers and coaches. Our Tier 3 supports include small group and 1:1 interventions with our outside partners Gear Up and UCAN. Each grade level has posted attendance and on-track data tiered to the three levels ( Nirvana, Academic Enrichment, and Character Development). Students with behavior issues in the 2/3 tier are referred to an intervention team. The school counselor identifies students who are credit deficient and they are assigned credit recovery via night school.

Data Source:
Restorative Practice 95% incidents are resolved through restorative
Discipline Data/Suspension 67% increase in suspension from 2016 to 2017

## 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**

In our grade level team, we address culture and climate. Teachers have expectations posted in the classroom. All teachers review school-wide expectations and have developed classroom management rules and regulations in their respective classrooms that are aligned to the school rules and regulations. In addition, the school has a restorative justice procotol for discussions between teachers and students. Below are the guidelines that all teachers must adhere to.

BUILD RELATIONSHIPS
o Check-in with students on topics other than your class work
o Always react appropriately to students' inappropriate behavior
o Use a "first-day" student survey to gather student information
o Schedule bonding time
o Learn students' names

CATCH IT LOW
o Effective relationship building will allow you to intervene before a situation escalates
o Do your professional best to fight fire with water

90 SECOND CALM
o Students who are asked to step outside of the learning environment will wait in the hallway at the classroom door for the Classroom Adult to address the student with the Restorative Chat/Conversation
o Student and Classroom Adult will re-enter the learning environment and continue with the learning process

RESPECT
o Foster a learning environment of respect with students
o Encourage students to Respect yourself, your classmates, your learning environments, and all adults

One-on-One informal conversations that are held as an immediate response or follow up to an action that has somehow caused harm to someone. Its goal is to help the person correct the behavior in the present and future that focuses on encouraging student growth without punitive language, directives, and threats.

There are regularly scheduled town hall meetings that focus on academics, attendance, and safety. The grade level leads along with the counselor and Dean host these meetings each quarter and emphasizes the importance of maintaining learning goals. All students have a completed PLP ( Professional Learning Plan) that contains goals that target post-secondary success.
All teachers collaborate during grade level and department meetings on school-wide incentives that focus on attendance, behavior, and grades.

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

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

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

Behavior Data:

## 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<br>✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | ✓ Five Essentials – Ambitious Instruction<br>✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Collaborative Teachers<br>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<br>✓ Framework for Teaching Companion Guide p. 50<br>✓ Social Emotional Learning Supports (cps.edu/sel)<br>✓ 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

> Building relationships with students is a priority. The staff has participated in restorative justice PD on building relationships and trauma. Faculty and Staff actively engage in relationship building and maintenance practices with students. Students trust faculty and staff to provide a safe environment and a space to build relationships with peers when conflict arises.
> We have several programs in place with outside resources that help to create a trusting environment within the school. These partners also conduct PD with the teachers and students that emphasize restorative justice and building positive relationships. (UCAN, and Wess Hospital)
>
> 100% of teachers participate in or have leadership roles, such as department chairs, ILT and Grade level leads.
>
>
> My School, My Voice:
> Student-Teacher Trust: 65/100 Strong

## 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

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

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

Score

1 **2** 3 4

Students expressed their voice in the development of school wide expectations, ie uniform policy, electronic device policy, students take advantage of school wide "open door" policy to express their concerns with school wide issues. Students participate in on-campus and off-campus community service assignments and beautification projects. Manley students are participating within the community by partnering to re-do school auditoriums.

Students are allowed to voice concerns with teachers during all town hall meetings and are able to make suggestions about incentives. Also there have been student driven activities and celebrations: Holiday celebrations and performances, GYT events, and BAG celebrations.
There is a principal advisory committee that is comprised of leaders within all grade levels that meet regularly with the Admin team. The PAC committee is allowed to plan student functions and activities each quarter. The new male team focuses on at-risk African American youth by providing instruction targeted towards SEL and post-secondary work during advisory periods.

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

My School, My Voice:
School-Wide Orientation: 51/100 Neutral

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<br>• Artifacts from student-run organizations and events (including SVCs)<br>• Meeting minutes/agendas that include student participation<br>• Policies regarding student engagement in decision making<br>• Service learning reports and/or reflections of SL projects<br>• Unit and curriculum maps, rubrics, assessment artifacts<br>• Evidence of student work<br>• 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<br>3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | D3. Utilize 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

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

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

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

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

Security and staff are trained in restorative practices.

My School, My Voice:
Safety
This area was rated as very weak and indicates that students do not feel safe inside or outside of the school building.

## 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"<br>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?<br>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.<br>✓ School Climate Standards Rubric/Assessment |
| Measures | ✓ Five Essentials – Supportive Environment score<br>✓ 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<br>2c. Managing Classroom Procedures<br>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

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

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

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

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

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

Behavior data:

## 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) <br> ✓ 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 <br> 2d. Managing Student Behavior <br> 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 <br> ✓ Guideline for Effective Discipline | |

**Parent and Family Partnership:**

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.

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

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

Parents are invited to the building for Parent Conferences and students are invited for Shadow Days. Parents and families are also invited to monthly family nights that address the needs of the grade level during that month. For example, seniors will focus on financial planning during the month of March to prepare students and families to tackle post-secondary financial planning.

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

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

My School, My Voice:
Teacher-Parent Trust- Not enough parent reporting

## 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 |
|---|---|---|
| 1 | Expectations for Quality & Character of School Life: Parent and Family Partnership | 1 2 3 4 5 **⊘** |
| 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: Instruction | 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: Curriculum | 1 2 3 4 5 **⊘** |
| 2 | Expectations for depth & breadth of Student Learning: Instructional Materials | 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: Relational Trust | 1 2 3 **4** 5 ⊘ |
| 2 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 2 3 4 5 **⊘** |
| 3 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 2 3 4 5 **⊘** |
| 3 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 2 3 4 5 **⊘** |
| 3 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 2 3 4 5 **⊘** |
| 3 | 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: Restorative Approaches to Discipline | 1 2 3 4 **5** ⊘ |

Goals

Required metrics (Highschool)                                                    17 of 17 complete

| | 2016-2017 Actual | 2017-2018 Actual | 2017-2018 SQRP Goal | 2018-2019 SQRP Goal | 2019-2020 SQRP Goal |
|---|---|---|---|---|---|
| **My Voice, My School 5 Essentials Survey** | | | | | |
| IN 2016-17 school year, the results from the 5 Essentials were partially organized; it is the expectation that the survey results for the 17-18 school year is at the Organized level. | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |
| **PSAT 9 Annual Growth Measure** | | | | | |
| The 9th-grade annual growth that is measured by the students NWEA and PSAT is for them to make gains in the College readiness section that is equivalent to a 75% on the NWEA and at a proficient status on both the Mathematics and Reading section. | *(Blank)* | 1.00 | 2.00 | 3.00 | 4.00 |
| **PSAT 10 Annual Growth Measure** | | | | | |
| The annual growth measurement for 10th graders will be for them to increase to 800 average on the PSAT. | *(Blank)* | 29.00 | 40.00 | 50.00 | 60.00 |
| **SAT Annual Growth Measure** | | | | | |
| The annual growth measure will increase by 10% of students meeting or exceeding proficiency level in Math and Reading levels. | *(Blank)* | 17.00 | 27.00 | 37.00 | 47.00 |
| **3 yr Cohort(SAT) Growth Measure (this will be a new metric)** | | | | | |
| The SAT growth measurement is for the 11th graders to increase overall from 9th grade EOY to 11th grade EOY by 15%. | *(Blank)* | *(Blank)* | 15.00 | 30.00 | 45.00 |
| **African-American School Growth Percentile SAT11** | | | | | |
| None ( not enough students will count in this area) | *(Blank)* | *(Blank)* | 0.00 | 0.00 | 0.00 |
| **Hispanic School Growth Percentile SAT11** | | | | | |
| None ( not enough students will count in this area) | *(Blank)* | *(Blank)* | 0.00 | 0.00 | 0.00 |
| **English Learner School Growth Percentile SAT11** | | | | | |
| none ( not enough students will count in this area) | *(Blank)* | *(Blank)* | 0.00 | 0.00 | 0.00 |
| **Diverse Learner School Growth Percentile SAT11** | | | | | |
| none ( not enough students will count in this area) | *(Blank)* | *(Blank)* | 0.00 | 0.00 | 0.00 |
| **Percent Meeting College Readiness Benchmarks** | | | | | |
| It is the expectation that students increase by 10% per grade level at the college readiness area in both English and Math | *(Blank)* | 1.00 | 2.10 | 3.10 | 4.10 |

**Early College and Career Credentials Rate**

| | | | | | |
|---|---|---|---|---|---|
| There are five seniors from the class of 2018 who have completed coursework at Malcome X and there are six seniors from the class of 2019 who have applied for early college to earn 24 credit hours. It is the expectation that students continue to complete Culinary Arts and ROTC by earning a C or above each semester during their 11th and 12-grade year | 54.00 | 37.00 | 54.00 | 60.00 | 65.00 |

**Freshmen On-Track Rate**

| | | | | | |
|---|---|---|---|---|---|
| It is the expectation that the FOT rate goes up to 95% | 72.00 | 71.00 | 95.00 | 95.00 | 95.00 |

**4-Year Cohort Graduation Rate**

| | | | | | |
|---|---|---|---|---|---|
| The four-year cohort rate for graduation will increase by 15% | 40.00 | 40.00 | 60.00 | 70.00 | 75.00 |

**1-Year Dropout Rate**

| | | | | | |
|---|---|---|---|---|---|
| The one-year drop rate will increase by 1% each year | 17.00 | 7.00 | 0.10 | 0.10 | 0.00 |

**College Enrollment Rate**

| | | | | | |
|---|---|---|---|---|---|
| The college enrollment rate will increase by 15% each year. | 35.00 | 30.00 | 50.00 | 57.50 | 66.10 |

**College Persistence Rate**

| | | | | | |
|---|---|---|---|---|---|
| The college percentage rate will increase by 5% each year | 32.00 | 53.00 | 40.00 | 42.10 | 44.10 |

**Average Daily Attendance Rate**

| | | | | | |
|---|---|---|---|---|---|
| The daily average attendance rate will increase by 3% each year | 81.00 | 75.00 | 80.00 | 82.40 | 84.80 |

## 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... |
|---|---|---|
| If we do..... <br><br> If we create robust and rigorous 4 week unit plans and 5-week assessments in all content areas that encompass multi-tiered supports, address areas of growth, enter MTSS data for diverse learners in order to monitor their progress on academic and behavioral goals, provide enrichment opportunities for areas of strength, and are directly aligned to CCSS/SAT skills and the literacy initiative. | Then we will see.... <br><br> •Teacher teams engaging in Focused Instructional Learning Walks during which they will observe and reflect on differentiated strategies and best practices in the classroom. <br>•Teachers using relevant data to plan differentiated units of lessons <br>• The use of student work and behavioral and MTSS data at IEP meetings to assess progress on diverse learners' academic and behavioral goals <br>•The development of communities of practice and planning sessions on how to create differentiated learning in the classroom <br>• IEP documents that accurately reflect student learning and allow for the placement of diverse learners in the least restrictive but most effective learning environment <br>•Students engaging in learning across | Which will lead to..... <br><br> •Increase in mastery of CCSS standards as measured on bi-weekly assessment <br>•An average of 950 on SAT scores; 75% of students scoring at a proficiency level on PSAT/SAT exam. <br>•Teachers scoring proficient and distinguished in Domain 3 on REACH observations. <br>increase of FOT/SOT rate for SQRP <br>• Increase in post-secondary enrollment and persistence rate <br>• Placement of diverse learners in the environment most conducive to their academic and behavioral growth and development |

departments throughout the building.
•Increase in rigorous student task, text, accountable talk and
•Students in charge of their own learning and aware of their data.

Tags:                                                                                          Area(s) of focus:
Math, Professional Learning, Intervention, Climate and Culture, Social studies, Trust, Assessments, Post       1, 2, 4
secondary, Curriculum maps, Science instruction, Data driven instruction, English, Sat, Anaylze data,
Attendance rate, College persistance rates, Diverse learning strategies, Mtss, rigorous tasks

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Coaching opportunities and Professional Development with outside / and district partners and Learning activities that center on TIERED support and on questioning and instructional strategies | Admin/ ILT team/Teachers/Outside Partners /Curriculum coach | Jun 26, 2019 to Jun 26, 2019 | On-Track |

**Core Instruction, Curriculum Design, ILT, Cycles of professional learning, Assessments, Data analysis**

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Every five weeks teachers will review and complete a data-driven protocol through performance management sessions based on their five-week BM assessments and create new unit plans and TIER groups to support student achievement and growth. | Admin/ILT/Teachers/Curriculum coach | Aug 27, 2018 to Jun 22, 2020 | On-Track |

**Academic gain, Data review protocol, Data cycle**

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Creation of a collaboration/observation rubric that concentrates on evaluating DOK level and rigorous student task, task, and increase in accountable talk during professional development with outside/district partners. | Admin Team/Outside partners/ ILT/Teachers | Jul 2, 2018 to Jun 16, 2020 | On-Track |

**Partnerships, Accountable talk, Rigorous task, Unit plans, Rigorous text**

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Teachers will meet with diverse learners on goal-setting and complete google forms that center around behavior and academic support | Case Manager/ILT members/Teachers | Oct 1, 2018 to Jun 19, 2020 | Not started |

**Diverse Learners, Case managers**

## Strategy 2

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| If we do... If we develop Inquiry-Based Learning Tasks that requires cognitive demand and equitable access to content that clearly focus on providing opportunities to build students' agency, Identity, and authority by considering student voice and their backgrounds and experiences.... | Then we will see...<br><br>•Increase of student voice and identity<br>* Student grappled with ideas and content<br>* teachers facilitating student learning through guidance and feedback at the outset, during the project's execution, and after its completion.<br>•student learning goals and the implementation of standards-based content which emphasizes the following skills: critical thinking/problem solving, collaboration, and self-management.<br>•an increase of critical reasoning, collaboration and communication in a variety of media,graphs, and speaking and presentation skills.<br>•students with opportunities to develop and demonstrate post secondary and academic skills<br>* Full integration of CPS NGSS curriculum | Which will lead to.....<br><br>•Sustained Inquiry - students engage in a rigorous, extended process of asking questions, finding resources, and applying information.<br>•Authenticity - real-world context and application, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.<br>•Student Voice & Choice - students make informed decisions about the project, including how they work and what they create.<br>•Critique & Revision - students give, receive, and use feedback to improve their process and products.<br>•Public Product - students make their projects public by explaining, displaying and/or presenting it to people beyond the classroom.<br>•Increased student attendance, increased |

teacher and student morale, and a more positive climate and culture.
•Collaborative culture that creates a high level of accountability among teachers
•75% decrease in Group 1-3 behaviors (classroom incidents)
•Preparation for post-secondary education and increase in average student GPA ( increase of .2 over a semester).
•An average of 850 on SAT and an increase of 10% in student growth on the Reading and Math section on the PSAT/SAT exam.
•85% more teachers scoring proficient in Domains 1 and 3 on REACH observations
•95% increase in overall student achievement and engagement as observed in Network instructional walkthroughs/rounds
•50% decrease in overall failure rates within core areas

Tags:
Curriculum Design, Attendance, College Access and Persistence, Climate and Culture, Trust, Literacy, Inquiry based learning, Student achievement, Reading, Sat

Area(s) of focus:
1, 2, 3, 4

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Comprehensive and on-going professional development on Inquiry based learning on building students' agency, Identity and and authority in the classroom setting | ADmin/Teacher/ Outside Partners/Curriculum Coach | Aug 20, 2018 to Aug 20, 2018 | On-Track |

**Core Instruction, Personalized Learning, Ngss, Professional learnig, Curriculum professional development, Inqury based learning**

| Monitor inquiry-based activities and learning through walkthroughs/observations, feedback from Department members using a specific protocol/rubric and side-by-side coaching from Admin and Partners | Admin/teachers/ILT/and Partners | Oct 26, 2018 to Apr 24, 2020 | On-Track |
|---|---|---|---|

**Instructional Coaching, Teacher feedback, Teacher collaboration, Academic support, Hands-on professional development**

| Publicly display student work to celebrate student success to encourage student growth | Teachers | Sep 14, 2018 to Jun 19, 2020 | Behind |
|---|---|---|---|

**Data, Assessments, Inquiry based learning, Student work, Looking at student work**

| Integrate Professional Learning on Agency, Identity and Authority within unit plans to build student success and outcomes | Teachers/Admin/Curriculum Coach | Aug 27, 2018 to Jun 22, 2020 | Behind |
|---|---|---|---|

**Accountable talk, Unit plan, Agency,authority identity**

Strategy 3

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| If we do...<br><br>A development of a comprehensive step-by-step approach to handling negative school-wide behaviors that encompass restorative practices, focuses on multi-tiered systems of support, and leverages the expertise of community partners and other stakeholders... | Then we will see....<br><br>•Clearly stated expectations that are school-wide and that support student learning and growth.<br>•A clearly communicated plan of action for recognizing triggers and cues for negative behaviors | Which will lead to...<br>•Increased student attendance, decrease of Group 1-3 behavior, decrease of suspension and increase in student voice and engagement.<br>•Appropriate responses to negative behaviors that yield positive results<br>•Increase in graduation rates and decrease in drop-out rates. |

*student-oriented grade level meetings that will focus on preventative measures in regard to student behavior and/or grades and attendance.
•Identification of previously unknown causes or triggers of problem behavior through the development of student contracts.
•Partners, parents and, most importantly, students collaborating around solutions to negative behaviors.
•Teachers/staff members implementing behavior plans for students that include clear strategies and goals for student behavior.
* Teachers implementing the 90 second calm and restorative questions
* Teachers developing individual rules and structure, with student input, of support and establishing positive classroom culture built on relationships and mutual trust
•Community partners and other experts developing relationships with students and teachers; also including teachers in one-to-one counseling sessions.

•Increase in post secondary education
•Behavior change in the student occurring more rapidly when the focus is on support, building the skills needed for pro-social behavior, and increasing the student's well-being
* Increase of FOT/SOT rate for SQRP
* Increase in post secondary enrollment and persistence rate
* Increase community/teacher/student trust and collaboration.

Tags:
College Access and Persistence, Behavior and Safety, Climate and Culture, Student Health & Wellness, Restorative justice, Teacher-teacher trust & support, Student trust, College enrollment, Restorative practices, Fot, Sot, Restorative conversations

Area(s) of focus:
2, 3, 4, 5

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| * Develop on-going school wide behaviors in responses that incorporate restorative practices | Admin/Dean/Outside Partners/teachers/Grade level Leads | Aug 27, 2018 to Jun 15, 2020 | Not started |

**Behavior and Safety, Climate and Culture, Student Health & Wellness, Restorative approaches, Restorative practices**

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| * Continually have communication with partners during grade level nights, parent conferences, ROBO calls and through written communication | Admin/Dean/Partners/teachers/Grade level Leads | Aug 27, 2018 to Jun 15, 2020 | On-Track |

**Climate and Culture, Family and Community Engagement, Grade level meetings, Family night events, External partners, Engagment**

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Development of a step by step referral systems to be utilized by teachers and reviewed during grade level meetings | Admin/Dean/Partners/teachers/Grade level Leads | Aug 27, 2018 to Jun 22, 2020 | On-Track |

**Family and Community Engagement, Grade level meetings, External partners, Mtss-sel, Data referral systems**

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Student equity of voice on voting for student leaders to represent their grade level. | Grade level leads Principals Students | Sep 12, 2018 to Jun 12, 2020 | Not started |

**Grade level meetings, Student accountability, Student attendance, Student academic support**

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Provide Bi-weekly tutorials to focus on student academic support | Grade Level Leads Teachers Administration Students Parents | Oct 9, 2018 to Jun 12, 2020 | Not started |

**Academic expectations, Tutoring, Academic learning, Student academic support, Student achievment**

## Strategy 4

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| **If we do…** <br><br> Implement a comprehensive attendance plan which includes: Monitoring daily attendance entry, targeting students with attendance below 90% for specific interventions, implementing an attendance data review protocol into weekly meetings, establishing and communicating school-wide attendance goals, communicating attendance percentages by grade level, reviewing BAG (behavior, attendance, and grade) reports with students every 5 weeks, requiring students to bring notes for absences, implementing regular and incentives/celebrations. | **Then we will see…** <br><br> •Teachers entering attendance every day for every class within the first 15 minutes <br> •Timely identification of students with attendance issues <br> •Biweekly meetings with grade level team to study increase and decrease attendance as well as "root causes" to attendance issues per student. <br> •90% increased student awareness of the importance of good attendance <br> •A more focused approach to assisting students and families not meeting attendance requirements. <br> •Daily and weekly Celebration of students who are meeting the attendance requirement or improving their attendance <br> •A comprehensive tracking system and support of children/families through assistance and SEL support. <br> •Increased parent/guardian awareness of student attendance through phone calls and parent conferences | **Which leads to…** <br><br> •Increase in student attendance in each grade level by 90% <br> •85% of students scoring "Bs or better" with 90% attendance rates. <br> •Increase in a more positive student environment and an increase in teacher morale indicated in the "My school, my voice survey" <br> •90% of increase within post-secondary activities, which will increase college entrance and persistence. <br> •Score of a 3 or higher on the SQRP for attendance. |

Tags:
Climate and Culture, Grade level meetings, Student trust, Relational trust, Fot, Sot, Attendance contracts, Attendance plan parent conference

Area(s) of focus:
3, 4, 5

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Launch a communication campaign informing parents and students on attendance and how it impacts academic performance | Grade level teachers/attendance coordinator/Admin | Sep 18, 2018 to Jun 24, 2019 | Behind |

**Attendance, Grade level meetings, Parent meetings, Student incentive**

| | | | |
|---|---|---|---|
| Creation of daily, weekly and quarterly incentives to recognize 90% higher and most improved students to motivate good attendance | Grade level teachers/attendance coordinator/Admin/Partners | Sep 24, 2018 to Jun 22, 2020 | On-Track |

**Fot, Sot, Attendance rate, Attendance incentives**

| | | | |
|---|---|---|---|
| Partner with community organizations to reach out and create SEL support for students who are high risk, chronic truancy/absentism | Grade level teachers/attendance coordinator/Admin/Partners | Jun 22, 2020 to Jun 22, 2020 | On-Track |

**Sel mtss, Self assessment, At risk, Dean of students**

| | | | |
|---|---|---|---|
| Data Tracker which provides weekly feedback in the area of attendance and grades specifying whether students are on track to graduate. | Teachers <br> Grade Level Lead <br> Attendance Team <br> Dean of Students | Sep 10, 2018 to Jun 12, 2020 | Not started |

**Attendance, Grade level meetings, Data analysis, Dean of students**

| | | | |
|---|---|---|---|
| Attendance Goal setting: provide individual and grade level attendance plans for students quarterly. | Grade level Team <br> Students <br> Principal <br> Attendance Team | Nov 2, 2018 to Jun 12, 2020 | Not started |

**Grade level meetings, Principal, Attendance plan, Attendance contracts, Attendance rate, Dean of students**

## Strategy 5

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Prepare all students through a rigorous college and career experience through a comprehensive, developmental program that addresses the personal, social, emotional and academic and career development for all students that concentrate on a multi-tiered system of support to ensure that all students graduate within 4 years with a clear and articulated post-secondary plan | * Teachers and post-secondary team members along with partners meeting on a bi-weekly basis<br>* Students applying to FIT schools and are accepted into 2-4 schools<br>* Students participating in SAT exams in their junior year<br>* Teachers and post-secondary team meeting with students for a panel discussion BOY and EOY. | * Students entering a college/university at the end of year 4<br>* Students persisting within the first 2 years<br>* Increase college enrollment from 34% to 60%<br>* Increase college persistence on SQRP from 34% to 70%<br>* Increase of climate and culture on MY SChool and MY voice survey |

Tags:
College enrollment, College persistance rates, Post secondary team

Area(s) of focus:
1, 3, 4

| Action step | Responsible | Timeframe | Status |
|---|---|---|---|
| Post secondary team will be meeting bi-weekly to discuss KPI indicators with agenda and meeting minutes | Principal / Post secondary team/counselor/grade level leads | Sep 10, 2018 to Jun 15, 2020 | Not started |

**Post secondary supports, Agenda, College enrollment, Kpi indicators**

| | | | |
|---|---|---|---|
| Post secondary team will have panel discussions BOY and EOY to discuss the following: Financial Aid, colleges, and personal responsibilities for the school year | Principal / Post secondary team/counselor/grade level leads | Sep 10, 2018 to Jun 15, 2020 | Not started |

**College Access and Persistence, Post secondary supports, College enrollment**

Action Plan

Strategy 1

ON-TRACK

Coaching opportunities and Professional Development with outside / and district partners and Learning activities that center on TIERED support and on questioning and instructional strategies"

Jun 26, 2019 to Jun 26, 2019 - Admin/ ILT team/Teachers/Outside Partners /Curriculum coach

# Status history

May 4

ON-TRACK

May 04, 2018

**Evidence**

* Teachers designs Benchmark assessments * Training for data break down analysis during summer PD's with partners and during department meetings * More intense training on SAT and outside PD with partners * Feedback from Network walkthrough ( BOY, MOY and EOY) * SAT growth crease of student attendance and accountability * Teacher collaboration with each other and Admin team

ON-TRACK

Every five weeks teachers will review and complete a data-driven protocol through performance management sessions based on their five-week BM assessments and create new unit plans and TIER groups to support student achievement and growth."

Aug 27, 2018 to Jun 22, 2020 - Admin/ILT/Teachers/Curriculum coach

## Status history

May 4

ON-TRACK

May 04, 2018
**Evidence**
Student growth data * Performance Management sessions * Updated unit plans that reflects PM session * Walkthroughs * SAT growth on EOY, MOY, and EOY. * Increase of student attendance and accountability

ON-TRACK

Creation of a collaboration/observation rubric that concentrates on evaluating DOK level and rigorous student task, task, and increase in accountable talk during professional development with outside/district partners."

Jul 02, 2018 to Jun 16, 2020 - Admin Team/Outside partners/ ILT/Teachers

## Status history

May 4

ON-TRACK

May 04, 2018
**Evidence**
* Unit plans * Walkthroughs /Instructional rounds * 75% Increase of proficient scores on REACH on Domain 1 and Domain 3

NOT STARTED

Teachers will meet with diverse learners on goal-setting and complete google forms that center around behavior and academic support"

Oct 01, 2018 to Jun 19, 2020 - Case Manager/ILT members/Teachers

## Status history

Strategy 2

ON-TRACK

Comprehensive and on-going professional development on Inquiry based learning on building students' agency, Identity and and authority in the classroom setting"

Aug 20, 2018 to Aug 20, 2018 - ADmin/Teacher/ Outside Partners/Curriculum Coach

## Status history

May 4

ON-TRACK

May 04, 2018
**Evidence**
* recognized in unit plan * Final exams * Document based questioning during walkthroughs * Walkthroughs * Use of CPS NGSS curriculum * The use of Facing History curriculum

ON-TRACK

Monitor inquiry-based activities and learning through walkthroughs/observations, feedback from Department members using a specific protocol/rubric and side-by-side coaching from Admin and Partners"

Oct 26, 2018 to Apr 24, 2020 - Admin/teachers/ILT/and Partners

## Status history

May 4

ON-TRACK

May 04, 2018

**Evidence**

\* Focused Instruction learning walks \* Reflection sheets \* Department meeting agendas \* Edits of unit plans \* Professional Development with partners, including High school summits and feedback \* Uploaded evidence from High School summits and with designated Partners

BEHIND

Publicly display student work to celebrate student success to encourage student growth"

Sep 14, 2018 to Jun 19, 2020 - Teachers

## Status history



May 4

BEHIND

May 04, 2018

**Problem**

\* Display of student work \* 50% of Increase student talk \* Increase of student attendance \* Collaboration between teachers \* Student planned and executed events of student work

**Root Cause**

**Next steps**

BEHIND

Integrate Professional Learning on Agency, Identity and Authority within unit plans to build student success and outcomes"

Aug 27, 2018 to Jun 22, 2020 - Teachers/Admin/Curriculum Coach

## Status history



May 4

BEHIND

May 04, 2018

**Problem**

\* Unit plans \* Learning walks \* 50% Increase in Accountable talk \* 50% increase in Proficient and Distinguish REACH ratings in Domain 3: Student Engagement

**Root Cause**

**Next steps**

Strategy 3

NOT STARTED

\* Develop on-going school wide behaviors in responses that incorporate restorative practices"

Aug 27, 2018 to Jun 15, 2020 - Admin/Dean/Outside Partners/teachers/Grade level Leads

## Status history



| 14. May | 28. May | 11. Jun | 25. Jun | 9. Jul | 23. Jul | 6. Aug | 20. Aug | 3. Sep | 17. Sep | 1. Oct | 15. Oct | 29. Oct |

NOT STARTED

Nov 02, 2018

**Evidence**

The teachers ( grade level leads) meets with students on a regular basis to go over rules, regulations and grades on a bi-weekly basis. In additon, grade level leads have developed and created a restrative practice protocal that is school wide-in additon to the 90 second calm rule. The RP is designed to allow students the opportunity to address their behavior before entering the classroom.

ON-TRACK    Nov 02, 2018
**Evidence**

ON-TRACK    May 04, 2018
**Evidence**

ON-TRACK

* Continually have communication with partners during grade level nights, parent conferences, ROBO calls and through written communication"

Aug 27, 2018 to Jun 15, 2020 - Admin/Dean/Partners/teachers/Grade level Leads

## Status history

May 4

ON-TRACK

May 04, 2018
**Evidence**
* Agenda items * Parent sign in sheet * ROBO call phone call completion sheet * Updated Website

Senior Junior night occurred in quarter one- the students and their families were addressed based on the following elements: finacial aid, grades, attendance and behavior.

ON-TRACK

Development of a step by step referral systems to be utilized by teachers and reviewed during grade level meetings"

Aug 27, 2018 to Jun 22, 2020 - Admin/Dean/Partners/teachers/Grade level Leads

## Status history

May 4

ON-TRACK

May 04, 2018
**Evidence**
* Referral protocol * Agenda/action items during grade level meetings * Documented evidence of data analysis * Student tracker of providers and services * Sign in sheets

NOT STARTED    Student equity of voice on voting for student leaders to represent their grade level."

Sep 12, 2018 to Jun 12, 2020 - Grade level leads Principals Students

### Status history

NOT STARTED    Provide Bi-weekly tutorials to focus on student academic support"

Oct 09, 2018 to Jun 12, 2020 - Grade Level Leads Teachers Administration Students Parents
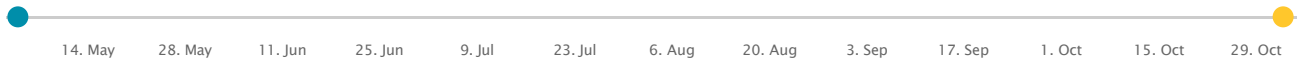
### Status history

Strategy 4

BEHIND

Launch a communication campaign informing parents and students on attendance and how it impacts academic performance"

Sep 18, 2018 to Jun 24, 2019 - Grade level teachers/attendance coordinator/Admin

## Status history

| BEHIND | Nov 02, 2018 |
| --- | --- |

**Problem**
**Root Cause**
**Next steps**

| NOT STARTED |
| --- |

May 04, 2018
**Evidence**
* Visible Signage throughout the building * Attendance Information within grade level student books * Attendance rewards on lockers * Daily wake up calls for all students * Sign in sheets for parent meetings involving attendance * Grade level agendas and sign in sheets

| ON-TRACK |
| --- |

Creation of daily, weekly and quarterly incentives to recognize 90% higher and most improved students to motivate good attendance"

Sep 24, 2018 to Jun 22, 2020 - Grade level teachers/attendance coordinator/Admin/Partners

## Status history

May 4

| ON-TRACK |
| --- |

May 04, 2018
**Evidence**
* Increase student engagement * Increase of students' attendance * Student sign in's attendance events * Increase of participation in field trips * Increase of FOT/SOT rates * Increase of .5 percentage of GPA's * Decrease in class tardies * Increase of graduation rate

| ON-TRACK |
| --- |

Partner with community organizations to reach out and create SEL support for students who are high risk, chronic truancy/absentism"

Jun 22, 2020 to Jun 22, 2020 - Grade level teachers/attendance coordinator/Admin/Partners

## Status history

May 4

| ON-TRACK |
| --- |

May 04, 2018
**Evidence**
* Parent attendance plans * Documented evidence of attendance intervention * Documented evidence of family contact * Increase of attendance for Chronic/ High risk students * Student sign in sheets * Increase of FOT/SOT rates * Increase of .5 percentage of GPA's * Decrease in class tardies * Increase of graduation rate

| NOT STARTED |
| --- |

Data Tracker which provides weekly feedback in the area of attendance and grades specifying whether students are on track to graduate."

Sep 10, 2018 to Jun 12, 2020 - Teachers Grade Level Lead Attendance Team Dean of Students

## Status history

| NOT STARTED |
| --- |

Attendance Goal setting: provide individual and grade level attendance plans for students quarterly."

Nov 02, 2018 to Jun 12, 2020 - Grade level Team Students Principal Attendance Team

## Status history

Strategy 5

Post secondary team will be meeting bi-weekly to discuss KPI indicators with agenda and meeting minutes"

Sep 10, 2018 to Jun 15, 2020 - Principal / Post secondary team/counselor/grade level leads

## Status history

---

Post secondary team will have panel discussions BOY and EOY to discuss the following: Financial Aid, colleges, and personal responsibilities for the school year"

Sep 10, 2018 to Jun 15, 2020 - Principal / Post secondary team/counselor/grade level leads

## Status history

---

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.

> The parents at Manley Career Academy will participate on the Local School Council and the PTA. This will provide the school the opportunity for reviews of the school and to seek feedback from parents via surveys. Parent Title one meeting scheduled for Oct 11, 2018 @ 4pm

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

> Manley Career Academy will host annual and ongoing PAC meetings to address the needs of parents. Additionally, parents will be informed via email, twittter, and robo calls on any or all upcoming events within the school.Parent Title one meeting scheduled for OC t 11, 2018 @ 4:30

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.

> Manley Career Academy will review, consider and implement any appropriate suggestions, which will be shared during ILT, PAC, and PPC meetings.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

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

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

> Parents will be sent notification throught students ( take home)

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.

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

Schools will 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.

> The Admin team will meet regularly with parents during conferences and the PAC to inform and provide comprehensive information surrounding school wide events and other post secondary information involving students. In additionally, Manley will host supporting parent groups with outside partners to ensure that parents are informed about events, college and career and recieve additional support in supporting their teen.

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.

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

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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.

> n/a

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.

School wide activities will be posted on the website and information will go home to students on a regular basis. All of the parent meetings will meet on a monthly basis to discuss TITLE one funds and parental resources to support all parents

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.)

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

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

Parent conferences will be held on CPS scheduled report card pick days, with two additional parent conferences opportunities schedule for the second and fourth quarters. Parent conferences are also scheduled as a regular part of individual academic improvement plans developed by the student, his/her teacher team, counselor and parent.

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

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

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

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

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

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

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

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

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

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

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).

All students will recieve an advisory class where they will be in inform about thier overall behavior, attendance and grades on a bi-weekly basis. Advisory teachers will goal set with students every three weeks to ensure that students are aware of intervention time and so that they can be part of the goal setting process.

## 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.

The PAC will meet monthly to discuss school-wide strategies and to create plans of actions that will help increase student achievement and parent participation. The PAC will determine training and activities during the initial Title 1 meeting.

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. | $ 200 .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. | $ Amount .00 |
| 53205 | **Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ Amount .00 |
| 54125 | **Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | $ 438 .00 |
| 54505 | **Admission and Registration Fees, Subscriptions and memberships** For Parents use only. | $ Amount .00 |
| <p>54205</p>**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 |
| <p>54565</p>**Reimbursements** | Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ Amount .00 |
| <p>53510</p>**Postage** | Must be used for parent and family engagement programs only. | $ Amount .00 |

| 53306 | **Software**<br>Must be educational and for parent use only. | $ | Amount | .00 |

| 55005 | **Furniture and Equipment**<br>Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | Amount | .00 |