Horace Mann Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/16/2018	CIWP Team Members	5 Essentials Data, CIWP, and School Excellence Framework
02/27/2018	CIWP Team Members	SEF Review

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**

> The building principal has taken the time to share the vision of the school and what success for every child and adult looks like. At the beginning of the year for parents, students, and teachers, he has shared the expectations through meetings as well as professional development. The initiatives and priorities through the SIG (School Improvement Grant) and CIWP have been shared. Program Coherence is Strong (63) on 2017 5Essentials Survey.
>
> 1. Teacher PD during the first fives of school prior to student arrival.
> 2. Parent open house with State of School presentation with school vision and expectations shared within the first two weeks of school.
> 3. Continued communication of vision and expectations through LSC and PAC meetings and email communication blast to parents.
> 4. Time used during GCM, after school PD, and ILT meetings to discuss vision as well as share with and encourage staff/teachers to take on a larger role in teacher leadership.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

> The Instructional Leadership Team (ILT) has been meeting consistently (every week) to support the school-wide instructional focus through data examination, leading professional development, and teacher support. Instructional leadership was Neutral (48) on 2017 5Essentials Survey.
> 1. ILT meets weekly (one week ELA and one week math) to analyze student data (Stride, NWEA, student work), discuss best practices, and create resources, and plans for teachers to deliver instruction.
> 2. ILT has worked to support teachers by observations and coaching
> 3. ILT participates in leading professional development during after school PD
> 4. ILT provides input to teachers during GCM and other times teachers need and/or want support to move student achievement in the classroom.
>
> The ILT impact this year 2017-2018 has been around the development of data drive instruction and supports for teachers to deliver high quality instruction in the form of GRR and small group.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Professional Learning:

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

Score

1   2   3   **4**

> Currently Mann teachers receive over 80+ hours of professional development for the year. This does not include the additional hours teacher received from the built in days according to the CPS calendar. During those days, teachers are setting up their classroom, strategic planning, and orientation. The 80+ hours of professional development is primarily data driven where teachers create assessments, analyze data, a reteach areas of deficiency. Professional Development was Neutral (50) on the 2017 5Essentials Survey.
>
> 1. Grade cluster meetings take place weekly and focus on small group analysis of students and next steps accompanied with it.
> 2. After school PD/Professional learning takes place on Thursday of every week. PD/Professional learning consist of professional readings on assessments, creating small group and whole group assessments, and using data to drive instruction in the classroom.
> 3. Safe practice is provided to teachers as needed when new initiatives are introduced.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

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

Aligned Resources:

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

Score

1   2   3   **4**

Resources at Mann are student centered/focus. Students at Mann are one-to-one Chromebook (K-8). Pre K students are afforded the use of IPADs and other forms of technology to assist in driving instruction. College/University students are present throughout the instructional blocks of ELA/Math to provide support to students that are below grade level according to District and school level data. Schedules throughout the building are aligned to promote uninterrupted instruction in ELA and Math. Retired teachers/administrators (community resource) provide additional support to 2nd grade students on Thrusday's from 8am-10am. Resources are aligned to provide after school programming for students from 3pm-6pm Monday-Thursday.

The priorities align to the resources in order to increase student achievement.

Priorities and evidence of strategies:

1. ELA-Increase student achievement in reading for all students.

a. During the 2018-2020 school year, all students in grades K-2 will receive at least 60 mins of targeted, focused, small group instruction per day in the classroom. Data below show the results of end of year results for TRC Reading.
K-2 students will m/e the TRC/Dibels targets as listed below based on cohort performance.
TRC Reading MClass Math
K-2 59% K-2-59%
K-58% K-78%
1st-43% 1st-54%
2nd-73% 2nd-45%

b. During the 2018-2020 school year, all students in grades 3-8 will receive at least 60 mins of targeted, focused, small group instruction per day in the classroom to reach grade level proficiency and above in NWEA and PARCC.

75% of 3rd-8th will m/e NWEA and PARCC targets; 50% of 3rd-8th will m/e grade level standards.

2. Math-Increase student achievement in reading for all students.

a. During the 2018-2020 school year, all students in grades K-2 will receive at least 60 mins of targeted, focused, small group instruction in the classroom daily based MClass Math data.
MClass
K-2-59%
K-78%
1st-68%
2nd-45%

B. During the 2018-2020 school year, all students in grades 3-8 will receive at least 60 mins of targeted, focused, small group instruction per day in the classroom to reach grade level proficiency and above in NWEA and PARCC.

75% of 3rd-8th will m/e NWEA and PARCC targets; 50% of 3rd-8th will m/e grade level standards.

1. College/University Students provide 30mins sessions for students in either ELA or Math on Mondays, Tuesdays, Wednesdays, and
Fridays.

2. Retired teachers/administrators provide intervention supports to students in ELA every Thursday from 8am-10am.

3. One-to-One Chromebooks (K-8) to access online assessments and progress monitoring in ELA/Math through Measuring Up Live, STMath, Stride, Estoria, Headsprout, and Unique Learning (Modified for Diverse Learners).

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.

- Check teachers' previous performance at CPS schools.
  - **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
    - Ensure all students have fair access to high-quality teachers in the school.
  - **Effectively utilize Related Service Providers at the classroom level.**
  - **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
    - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
    - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
    - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
    - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
  - **Make outreach efforts to engage community members as partners and resources.**
  - **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1   2   **3**   4

> The students at Mann are expect to learn and master the learning standards/objectives for their particular grade level This comes through the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used and the assignments, assessments, and other methods used to evaluate student learning.
>
> 1. Network Pacing Guides in ELA and Math are used to identify the Know, Understand, and Do for each learning standard.
> 2. NGSS for Science.
> 3. Evidence of the learning standards and pacing guide are found in weekly lesson plans.
> 4. Evidence of learning standards being assessed are found in the weekly assessment that teachers share for review.
>
> The materials used to organize and teach the particular standard(s) are found in the use of
> a. Junior Great Books
> b. Words Their Way
> c. Envision Math (K-5) and CMP3 (6-8)
> d. Michael Heggerty and Sadlier
> e. Pearson Science
> f. Making Meaning and Being a Writer.
> g.Common Core Exemplar Text
> h.8-Box Graphic Organizers to assess understanding in reading during and after IDR (Individual Daily Reading)
> i. ELA and Math resource folder for students at various RIT levels.
> j. ST Math
> k. Estoria

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 ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices 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

Instructional Materials at Mann in ELA/Math address the various levels of student performance and are CCSS aligned. They are also researched based to promote growth academically and socially. The Network pacing guide offers support and direction as instructional materials are aligned to the core. The instructional materials also have a built in component to provided supports for students that are below or well below grade level.

The materials used to organize and teach the particular standard(s) are found in the use of
a. Junior Great Books
b. Words Their Way
c. Envision Math (K-5) and CMP3 (6-8)
d. Michael Heggerty and Sadlier
e. Pearson Science
f. Making Meaning and Being a Writer.
g.Common Core Exemplar Text
h.8-Box Graphic Organizers to assess understanding in reading during and after IDR (Individual Daily Reading)
i. ELA and Math resource folder for students at various RIT levels.
j. ST Math
k. Estoria

1. Network pacing guide presents an easy-to-follow scope and sequence for teachers to guide instructional at the core. The guides for
Literacy and Math begin Sept-June. Evidence of the pacing guide can be viewed through lesson plans (components included) and
gradebook.

2. Vocabulary Workshop is presented with the use of Sadlier and teacher instruction during word word session (daily)

3. Making Meaning and Being a Writer (MM K-2, BAW 6-8th) provides access to all students through high-quality, research based read
alouds and social emotional skills.

4. Envision Math (K-5) and CMP3 (6th-8th)

5. Junior Great Books, conducted during the last 4 weeks of each quarter, provides students the social component of discussing a text
from various vantage points while also adding the social component of discussing and disagreeing with teach while be respectful to
others.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1   2   **3**   4

> The school regularly looks at what students are being asked to do in their classroom. This is done by teacher submitting assessments with lesson plans. Teachers also examine text and task through looking at student work protocol currently in place during grade cycle meetings. The 2016 5Essentials data shows a strong performance of 65 points/percent under Ambitious Instruction. This is an increase of 6 points/percent since 2014.
>
> The rigorous student task come in the form of
> a. Reach Performance Task. This Performance task is provided to students twice per year (BOY and EOY).
> b. Weekly assessment in ELA (Open Ed and Teacher created assessments)
> c. Math Mars Task and text based assessments and task.
> d. Stride assessments administered every 5 weeks.
> e. Vocabulary weekly and/or bi-weekly assessments.
> f. Mentor text and News ELA-Complex text
>
> Weekly assessments in ELA and math are brought to weekly grade cycle meetings to review and gauge for rigor and how they are addressing the standard being taught.
>
> Stride assessments take place every 5 weeks across all grade levels and the questions/task students are required to answer address the grade level standard.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work	

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

> Mann students in grades 6th-8th participate in a Pathways to Success High School Exploration Day during the month of November of each year. This pathway is place to create and opportunity for students to get and early start and/or finalize their decisions when it comes to high school. Students in 8th grade visit a university the city's water reclamation district, as well as take a Chicago Architectural tour to build the seeds of what life, education, and a career has to offer.
>
> 1. Mann middle school students participate in Naviance through the school counselor.
>
> 2. Every November, students in grades 6th-8th participate in a Pathways to Success H.S Exploration Day. Students and parents participate is sessions that focus on self-esteem, first day in high school, how to support your support your child while in high school. Pathways to Success sessions are followed up with a representative conducting a high school application writing session for students during after school programming.
>
> 3. 8th grade students, as part of their graduation activities, they participate in a college/university tour. During the tour, students learn about the steps they need to take day one of the high school career. Avenues to apply for financial aid/support, and what degree opportunities are available.
>
> 4. The school counselor also conducts whole and small group sessions with students about the importance of academics (i.e grades, attendance, and conduct) as it pertains to high schools criteria for acceptance.
>
> 5. Students also participate in Career Fair (Reality Fair).

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS,

and college).

- Use student data and best practices research to develop focused programs.
  - Expand access beyond students who are struggling academically.
  - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **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

Instruction:

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

Score

1   2   **3**   4

Ambitious Instruction under the 5 Essentials show a performance of Strong (61). Teachers have developed the instructional skills to impact instruction and student outcomes. The support of coaching and feedback from classroom visits and REACH observations allows the teachers to continually develop their repertoire of best practices around teaching and learning.

1. Teachers use data to drive the instruction in their daily small groups in ELA and Math.
2. Teachers strengthen their questioning techniques through the minilesson, shared reading, and Junior Great Books.
3. Teacher incorporate the turn and talk and think-pair-share strategy to promote students discussion.
4. Instructional practices/strategies such as Gradual Release of Responsibility are executed by teachers during whole and small group instruction.
5. Administrative and peer observations determine areas of teacher deficiency. Trends are developed from the teacher deficiencies and used to provide coaching support as well as teacher professional development.
6. Teacher participate in peer observations and peer collaboration take places to support teachers in developing their craft.

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

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

*****Mann School uses the Network pacing guide with resources developed and/or researched by teachers. Our school day is structured around balanced literacy and math. Our ELA block includes some components of SEL curriculum.

Mann's balanced assessment and grading system produces data that is actionable and informs admin/teachers on next steps to monitor progress and improve student achievement.

1. Students are assessed using multiple measures. Assessments take place weekly through the use of Stride Academy, teacher created assessments, end of chapter assessments, Word Their Way Assessment, and Pearson Math.

a. Teacher created assessments that align to CCSS. These assessments determine what are the next steps in teaching.
b. Online assessments that align to CCSS that provide immediate feedback to students and teachers.
c. Audio-visual assessments available to Diverse Learners; optional for general education students.

2. Teacher monitor student data using multiple measure.

a. Gradebook. By viewing Gradebook, it determines if students mastered standard/strand taught. It also determines if reteaching has been offered.

b. NWEA/TRC/Dibels/McClass-This data is used to form groups based on goal/strand and is present in teachers' weekly plans.

c. Stride online assessment and resources based on student daily and or/weekly performance. This data is provided immediately. Teachers are able to view results as soon as students finish testing. Assessment data is used to determine next steps in teaching and cross reference with BOY and/or MOY NWEA Reading and Math data.

3. A grading policy is shared with parents/guardians and students at the start of the school year. The policy is posted is classrooms for students to see.

4. An assessment calendar from the District, in conjunction with the school's assessment calendar is created and shared with teachers so they are aware of what types of assessments will be posted in gradebook.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership —Grading + Reporting

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.

> The MTSS Program at Mann is designed to target students grades 3-8 below grade level in a particular standard/strand of CCSS in ELA and Math. The District Assessment NWEA is used as a baseline to determine students needs/supports. Students that are performing below the 50% in NWEA Reading and Math receive additional small group instruction time outside of core instruction. This equals to at least an additional 40 minutes of small group, targeted instruction per week.
>
> Students is K-2 that are in the strategic/intensive range for Reading and Math TRC/MClass are provided with at least 150 minutes per week of individualized and/or small group instruction.
>
> 1. The MTSS Program provides individualized instruction to students based on the results of the District assessment(NWEA/Dibels/TRC/McClass Math).
>
> 2. Tier II interventions take place in the classroom in the form of small groups. Students are strategically placed based on weekly data and teacher observations.
>
> 3. Tier III After analyzing the student's the assessment data, students are strategically placed in small groups for ELA and Math and pulled out for 30mins daily for targeted ELA and Math intervention.

Guide for Multi-Tiered System of Supports

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

- Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

The culture of learning at Mann is built on strong student attendance. Attendance for the past three year has been over 95%. Teachers stress the importance of being present every day and that is followed up by teacher clearly articulating the academic goals that students should strive to meet and/or exceed.

1. Goal-setting around NWEA reading and Math and TRC/Dibels are conducted with administration/teachers in early October after BOY assessment. These goals are then shared and discuss with students shortly thereafter.

2. Data walls are posted a shared with students on their target to reach by EOY NWEA assessment. Students view the chart periodically over the course of the year (BOY, MOY, and EOY)

3. Student access student portal to check grades.

4. Classroom incentives around academic and attendance are offered to students on a weekly basis.

5. Behavioral expectations are also posted around the school for students to see and work on self-regulation of behavior.

6. Primary grades participate in monthly spelling bees that align to sight word school and Network expectations.

7. Teachers look at student work through a student work protocol to receive and/or provide teaching strategies to improve instruction.

Additional items the work to build a strong culture for learning at Mann are: IDR (Individual Daily Reading) and BRI (Basic Reading Inventory) and student goals setting around NWEA reading and math, TRC/Dibels, and MClass math.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

Trust between teachers and students and students is built off of communication and follow through. It is essential that students have an opportunity to voice their concerns over situation that my put them an uncomfortable position. The relationship building with students begins in the classroom with teachers and students. The relationship branches out to other school officials that service the school. These relationships develop over time to form strong bonds with admin/teachers/students.

1. Any student has a "right" to see administration if they have followed the steps of addressing their concern with their teacher and nothing has been resolved at the classroom level.

2. Teachers can invite administration to meetings if they followed all of the classroom management steps to build a relationship with students.

3. Students have a pass to see the counselor if they feel that they have a situation and/or crisis that is interfering with their learning or relationship with a student.

4. School-wide norms are posted for all to see and adhere to throughout the school day.

5. Teacher build relationships with students throughout the first five weeks of school and continue to cultivate those relationships throughout the school year.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested !Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel) Trust in Schools: A Core Resource for School Reform (ASCD) Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Students in grades K-8 participate in a wide range of after school programming that provides opportunity for student voice and civic life. After school and sports program(5th-8th) provide students provide students with a balanced school experience.

1. Students in various grade participate in a program called Felony Free which teaches young children about the importance of making right choices and not letting anger take over their decision making.

2. Students in various grades are enrolled in Rosetta Stone Language program where developing a language enables to build and contribute to not only their community through language, but others as well.

3. Student in various grades spend time each year partnering with the block club president and other residents of the community to clean up streets and alleys around the school.

4. Students engage in student council, and various programs through Community In Schools Chicago

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

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

High levels of safety and order provide students the opportunity to feel physically and emotionally safe from harm. Mann prides itself off of creating that environment for students and adults to operate in an orderly and predictable environment.

1. Teacher build relationships with students throughout the first five weeks of school and continue to cultivate those relationships throughout the school year.

2. Teacher also use the first five weeks of school to build strong systems and expectations around Domain 2 of Reach. Management of transitions within and outside of the classroom afford students and adults to minimize the loss of instructional time. This is evident in over 90% of all classrooms.

3. Support staff builds relationships during this time as well (first five weeks) and continue to cultivate these relationships in the common areas of the school throughout the year.

Areas of improvement as it relates to school safety and order is the strengthening of common areas at prep classes.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1   2   **3**   4

> Restorative Approaches to Discipline are built on implementing policies and procedures that respect the students as well as provide strategies to self-correct the behavior if it is disruptive to the classroom and school environment. With these approaches, relational trust is paramount. The restorative approaches lead to students changing a behaviors as opposed to being punished for it.
>
> 1. Teacher has been trained on CHAMPS and frequently review Assertive Discipline.
>
> 2. Teacher are required to use their classroom management system that provide students with an opportunity to correct behavior(s) before they reach a critical stage.
>
> 3. Students a referred to administrative team after critical stage has been reached. At this time, the behavior that is being identified to change is be addressed 1 hour sessions (12 mins over a 5 day period).
>
> 4. Behaviors that are not corrected in the critical stage are referred to administration where Parent/Teacher/Administration meetings are conducted.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

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

Parent and Family Partnership:

Score

1   2   **3**   4

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

Parent Partnership is important in building relationships with families. Keeping parents informed, keeps parents aligned with the vision and direction of the school.

1. A Parent handbook is provided at the beginning of the school to lay out the steps that parents/guardians need to take to address a concern they may have. This is shared during the parent open house breakfast.

2. Teacher conduct one-on-one parent meeting during the first two weeks of school to build relationships with families as well as layout the expectations for the classroom. These are conducted after the parent open house breakfast in which parent can visit the class during that time to see live instruction taking place.

3. Teachers create newsletters to keep parents abreast of what is taking place in the classroom. This communication is also done through Class Dojo.

4. Teacher continue building these strong relationship through text messaging, email, and phone calls.

5. Principal sends out updates to parents to keep them inform on what it taking place in and around the school.

6. Chicago Police Department CAP meetings are held at the school several times throughout the school year.

7. Parents participate in PAC meetings monthly and attend parent session organized by the after school program provider.

8. Teachers reach out to parents to volunteer during field trips.

9. Parents volunteer during report card pick up to assist with surveys, completing medical forms, and/or recruiting more parent for attendance to upcoming PAC meetings.

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
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 **2** 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Culture for Learning	1 2 3 **4** 5 ⊘
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 **⊘**

3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 **5** ⊘

Goals

Required metrics (Elementary)

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
National School Growth Percentile for reading will increase to 65% or higher by the end of the 2017-2018 school year. By the end of the 2018-2019 school year the increase of 10 percentage points or higher. Refined instructional strategies outlined in strategies section of the CIWP as well as building capacity in personnel will contribute to this growth.	38.00	46.00	65.00	75.00	85.00
National School Growth Percentile - Math					
National School Growth Percentile for math will increase to 55% or higher by the end of the 2017-2018 school year. By the end of 2018-2020 CIWP cycle, there will be an increase of 20 percentage point or higher. Refined instructional strategies outlined in strategies section of the CIWP as well as building capacity in personnel will contribute to this growth.	40.00	23.00	55.00	65.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Percentages of student M/E National Average growth will increase to 66 percent during the 2017/2018 school year. The overall growth will come primarily from reading growth. During the 2017-2018 school year, strong math growth will be a contributing factor to over M/E growth. Refined instructional strategies outlined in strategies section of the CIWP as well as building capacity in personnel will contribute to this growth.	49.70	47.60	66.00	76.00	86.00
African-American Growth Percentile - Reading					
African-American growth for reading will increase to 65% or higher by the end of the 2017-2018 school year. By the end of the 2018-2020 CIWP cycle, there will be an increase of 20 percentage points or higher. Refined instructional strategies outlined in strategies section of the CIWP as well as building capacity in personnel will contribute to this growth.	40.00	44.00	65.00	75.00	85.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					

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

Diverse Learner Growth Percentile - Reading

Diverse Learner Growth for reading will increase to 35% or higher by the end of the 2017-2018 school year. By the end of the 2018-2020 CIWP cycle, there will have been an increase of 20%. Refined instructional strategies outlined in strategies section of the CIWP as well as building capacity in personnel will contribute to this growth.	29.00	(Blank)	55.00	65.00	75.00

African-American Growth Percentile - Math

African-American Growth Percentile for math will increase to 55% or higher by the end of the 2017-2018 school year. By the end of 2018-2020 CIWP cycle, there will be an increase of 20 percentage point or higher. Refined instructional strategies outlined in strategies section of the CIWP as well as building capacity in personnel will contribute to this growth.	40.00	24.00	55.00	65.00	75.00

Hispanic Growth Percentile - Math

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

English Learner Growth Percentile - Math

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

Diverse Learner Growth Percentile - Math

Diverse Learner Growth for math will increase to 35% or higher by the end of the 2017-2018 school year. By the end of the 2018-2020 CIWP cycle, there will be an increase of 20% or higher. Refined instructional strategies outlined in strategies section of the CIWP as well as building capacity in personnel will contribute to this growth.	9.00	(Blank)	45.00	55.00	65.00

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

National School Attainment will increase to 20% or higher by the end of the 2017-2018 school year. This percentage will go up to 20% or higher by the end of the 2018-2020 CIWP cycle. Refined instructional strategies outlined in strategies section of the CIWP as well as building capacity in personnel will contribute to this growth.	21.00	23.00	46.00	56.00	66.00

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

National School Attainment will increase to 20% or higher by the end of the 2017-2018 school year. This percentage will increase to 55% or higher by the end of the 2018-2020 CIWP cycle. Refined instructional strategies outlined in strategies section of the CIWP as well as building capacity in personnel will contribute to this growth.	11.00	12.00	35.00	45.00	55.00

National School Attainment Percentile - Reading (Grade 2)

National School Attainment Readin Grade 2 will increase to 40% or higher by the end of 2017-2018 school year. This percentage will increase to 60% or higher by the end of the 2018-2020 CIWP cycle. Refined instructional strategies outlined in strategies section of the CIWP as well as building capacity in personnel will contribute to this growth.	6.00	17.00	40.00	50.00	60.00

National School Attainment Percentile - Math (Grade 2)

National School Attainment Math Grade 2 will increase to 40% or higher by the end of 2017-2018 school year. This percentage will increase to 60% or higher by the end of the 2018-2020 CIWP cycle. Refined instructional strategies outlined in strategies section of the CIWP as well as building capacity in personnel will contribute to this growth.	11.00	12.00	40.00	50.00	60.00

% of Students Making Sufficient Annual Progress on ACCESS

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

Average Daily Attendance Rate

| Average daily attendance is 95.4 for the 2017-2018 school year. The attendance numbers will increase after new measures put in place during the 2017-2018 school year take hold at the start of the 2018-2019 school year. | 96.00 | 96.00 | 96.50 | 96.75 | 97.00 |

My Voice, My School 5 Essentials Survey

| 2017-2018 5Essentials Survey results have Mann as partially organized for improvement. The goal is to Organized for the 2017/2018 school year and Well-Organized during the 2018-2020 CIWP cycle. | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Develop and implement a system of teacher development, which includes peer observation and coaching through professional development, observation, modeling and timely feedback pertaining to balanced literacy, math and the instructional shifts in CCSS for all teachers bi-weekly.	All teachers demonstrate proficiency or higher in all components of balanced literacy and balanced math and CCSS instructional shifts based on a quarterly walk through tool/protocol conducted by admin, instructional coaches, and teachers(ILT).	One hundred percent of teachers will demonstrate proficiency or higher in all components of Domain 2 and proficiency or higher in at least 3 components in Domain 3.

Tags:
Instructional Coaching, Instruction, Balanced literacy, Coaching support, Collaborative feedback, Ccss literacy, Ccss math, Balanced math

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Continue using monitoring tools and rubrics for the purposes of collecting data to improve teacher practice.	Principal Assistant Principal ILT	Aug 27, 2018 to Jun 20, 2019	Not started

Instructional Coaching, Instruction, Balanced literacy, Coaching support, Collaborative feedback, Ccss literacy, Ccss math, Balanced math

By the end of every two weeks, all teachers will receive feedback in at least two areas pertaining to balanced literacy and balanced math.	Principal Assistant principal	Aug 27, 2018 to Jun 20, 2019	Not started

Instructional Coaching, Instruction, Balanced literacy, Coaching support, Collaborative feedback, Ccss literacy, Ccss math, Balanced math

By the end of each quarter at least one peer observation cycles will be conducted to provide feedback and support to teachers in grade clusters.	Teachers Principal (support) Assistant principal (support)	Aug 27, 2018 to Jun 20, 2019	Not started

Instructional Coaching, Balanced literacy, Coaching, Peer observation, Teacher feedback, Teacher collaboration, Peer coaching, Balanced math

Strategy 2

If we do...	...then we see...	...which leads to...
Develop and implement a system of support where all students will benefit from school-wide and classroom tiered instruction and supports (inclusive of academic and behavioral expectations, and social emotional skills to be prepared for high school, college, and career).	70% of the targeted students demonstrating mastery of targeted skills during interim assessments in ELA and Math.	70% of our targeted students meeting/exceeding their RIT goal in NWEA reading and math; TRC and MClass Math.

Tags:
MTSS, Multi-tiered support systems, Multiple measures for screening, diagnosing, and progress monitoring, Expectations for depth & breadth of quality teaching: multi-tiered system of support

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Teachers will use data to Identify proficient and at-risk students based on deficiency levels in NWEA, TRC and MCLASS math originating from NWEA Heat Map and TRC and MCLASS and begin small group instruction the third week of school.	Principal, assistant principal, teachers	Sep 4, 2018 to Jun 20, 2019	On-Track

Progress moniorting, Data driven instruction, Trc, Mclass, Formative assessments, At risk, Rit bands, Dibles, Nwea data, Grade cycle

Teachers will engage in weekly progress monitoring for at-risk students at their current educational functioning level.	Teachers, assistant principal, principal	Oct 1, 2018 to Jun 20, 2019	Not started

Progress monitoring, At risk, Formative assessments, benchmarks

Teachers will engage in bi-weekly progress monitoring of students according to their RIT within the Learning Strands (Student Profile and Learning Continuum will be used to check off if mastery in each learning target has been met).	Teachers, assistant principal, principal	Sep 24, 2018 to Jun 20, 2019	Not started

Learning continuum, Rit bands, Student profile

Strategy 3

If we do...	...then we see...	...which leads to...
Develop/create a balanced assessment system using the strenghths of summative and formative assessments to address instructional, accountability and learning needs for all students.	All teachers K-8 utilizing assessments that inform the effectiveness of teaching and student learning.	All teachers demonstrating proficiency or higher in CPS Framework for Teaching as evidenced by Domain 1C, 1E, 3D, 4a and 4b.

Tags:
Assessments, Balanced grading and assessment, Grading policy, Summative assessment, Interim assessment, Science assessment, Grading practices, Math assessments, Ela assessments, Social studies assessment

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
School team will continue to use screener, diagnostic, and progress monitoring assessments to monitor improvement and identify specific gaps in learning. Team will continue to use benchmark summary sheet to indicate which students met benchmarks in ELA and Math.	Teachers, ILT, assistant principal, principal	Sep 4, 2018 to Jun 20, 2019	Not started

Teacher Teams/Collaboration, ILT, Assessments, Progress monitoring, Grade level meetings, Grade level teams, Diagnostic

Teachers will work in grade level teams to create common assessments that include multiple measures (i.e multiple choice, short answer, and extended response) to show validity and reliability.	Teachers, ILT, assistant principal, principal	Aug 27, 2018 to Jun 20, 2019	Not started

Assessment, Teacher Teams/Collaboration, Gradebook, Progress monitoring, Grade level meetings, Grade level teams, Diagnostic

Teachers will meet twice per month to complete benchmark summary sheet indicating which students met benchmarks based on assessment and grading in ELA and Math continually monitor to modify and adjust instruction.	Teachers, ILT, assistant principal, principal	Aug 27, 2018 to Jun 20, 2019	Not started

Progress monitoring, Data analysis, Benchmark progress monitoring, Assessment and grading

Action Plan

Strategy 1

NOT STARTED   Continue using monitoring tools and rubrics for the purposes of collecting data to improve teacher practice."

Aug 27, 2018 to Jun 20, 2019 - Principal Assistant Principal ILT

Status history

May 8

NOT STARTED   May 08, 2018
Evidence
Monitoring documents, notes from feedback meetings

NOT STARTED

By the end of every two weeks, all teachers will receive feedback in at least two areas pertaining to balanced literacy and balanced math."

Aug 27, 2018 to Jun 20, 2019 - Principal Assistant principal

Status history

May 8

NOT STARTED   May 08, 2018
Evidence
Monitoring documents, notes from feedback meetings.

NOT STARTED

By the end of each quarter at least one peer observation cycles will be conducted to provide feedback and support to teachers in grade clusters."

Aug 27, 2018 to Jun 20, 2019 - Teachers Principal (support) Assistant principal (support)

Status history

May 8

NOT STARTED   May 08, 2018
Evidence
Feedback document(s) to teachers with next steps, observation cycle calendar, agendas of meetings pertaining to peer observations.

Strategy 2

ON-TRACK

Teachers will use data to Identify proficient and at-risk students based on deficiency levels in NWEA, TRC and MCLASS math originating from NWEA Heat

Map and TRC and MCLASS and begin small group instruction the third week of school."

Sep 04, 2018 to Jun 20, 2019 - Principal, assistant principal, teachers

Status history

May 8

ON-TRACK | May 08, 2018
Evidence
MTSS login tool GCM student tracker NWEA EOY, TRC, Dibles, and MClass assessment data (BOY, MOY, and EOY)

NOT STARTED | Teachers will engage in weekly progress monitoring for at-risk students at their current educational functioning level."

Oct 01, 2018 to Jun 20, 2019 - Teachers, assistant principal, principal

Status history

May 8

NOT STARTED | May 08, 2018
Evidence
GCM Student Tracker, student work, and gradebook

NOT STARTED

Teachers will engage in bi-weekly progress monitoring of students according to their RIT within the Learning Strands (Student Profile and Learning Continuum will be used to check off if mastery in each learning target has been met)."

Sep 24, 2018 to Jun 20, 2019 - Teachers, assistant principal, principal

Status history

May 8

NOT STARTED | May 08, 2018
Evidence
Small group plans with assessments, MOY data, 5 week assessments, teacher created assessments.

Strategy 3

NOT STARTED

School team will continue to use screener, diagnostic, and progress monitoring assessments to monitor improvement and identify specific gaps in learning. Team will continue to use benchmark summary sheet to indicate which students met benchmarks in ELA and Math."

Sep 04, 2018 to Jun 20, 2019 - Teachers, ILT, assistant principal, principal

Status history

May 8

NOT STARTED | May 08, 2018
Evidence
Results from screeners and progress monitoring tools for ELA and Math.

NOT STARTED

Teachers will work in grade level teams to create common assessments that include multiple measures (i.e multiple choice, short answer, and extended response) to show validity and reliability."

Aug 27, 2018 to Jun 20, 2019 - Teachers, ILT, assistant principal, principal

Status history

May 8

May 08, 2018
Evidence
Results from grade level assessments the align to CCSS, evidence in gradebook according to guidelines and policy.

Teachers will meet twice per month to complete benchmark summary sheet indicating which students met benchmarks based on assessment and grading in ELA and Math continually monitor to modify and adjust instruction."

Aug 27, 2018 to Jun 20, 2019 - Teachers, ILT, assistant principal, principal

Status history

May 8

May 08, 2018
Evidence
GCM document, benchmark data sheet with CCSS standards.

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.

Joint development and periodic review and revisions of the ESSA will take place during LSC and PAC meetings that take place monthly.

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

September 27, 2018 at 10am.

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.

Meeting suggestions and solutions will be responded to during PAC meetings which will take place on a monthly basis. Dates and times TBD.

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.

Performance of students at the school will be shared with parents during the beginning of the year parent open house during the third week in September and after that every quarter for the remainder of the school year.

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.

All teachers at Mann are "highly qualified" to teach in their content or certification area. If not, parents will be notified immediately and updated on status.

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.

This will be accomplished during our annual parent open house which takes place during the third week of school. All families that enroll after the third week of school, will meet with teachers at a place and time to be determined to receive this information.

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.

This will be accomplished during our annual parent open house which takes place during the third week of school. In addition to the parent open house, information and resources will also be provided during PAC and LSC meetings.

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.

This training will take place during the in-service days in which teachers return and followed up during quarterly staff meetings according to the CPS calendar.

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.

The school host an annual PreK enrollment and orientation for parents. This outlines the academic and social expectations that will be important to a successful PreK experience.

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.

Information sent to parents will go our in email, hard copy, and robo call. The information will go out in the language that has been signed on their home language survey.

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.)

Horace Mann Academy envisions an inclusive and collaborative learning community that is at the forefront of utilizing technology in all aspects of our curriculum. We will prepare students academically, socially and emotionally, and instill pride and self-confidence to empower them to succeed in higher education, assume leadership roles in society, and realize their unlimited potential in all facets of life.

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

Parent teacher conferences will take place at the minimum three times per year. The first meeting will take place during the first three weeks of school. This is a one-on-one meeting for 20 minutes that goes over the expectations for the school year, how to work together as partners in educating the child, and what academic supports are needed for success. The follow up parent meetings take place on November 14th and April 10 to check in progress from the beginning of the year meeting.

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

The school will issue progress reports four times per year to update parents on progress of their child(ren). This will take place on 10/5/18, 12/14/18, 3/8/19 and 5/17/18

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

Parents will be able to meet with parents before, during (preparation period), and after-school. For the exception of during school, these meetings are schedule on the teachers' personal time.

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 must request in advance (at least 24hrs) to the main office/administration that they will observe the classroom. The parent must describe the purpose of the visit. Participation and volunteering in the classroom will be based on the need of the teacher and the event and/or activity that will be taking place.

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

The teachers will communicate with parents first as it pertains to attendance, classwork, behavior, etc. If any problems persist outside of the communication with the teacher, then parent(s) will receive communication from administration.

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

Parents will have participate in decision relating the education of their children during LSC and PAC meetings. These meeting will take place monthly. Immediate concerns with their child(ren) as it pertains to their child(ren) education will be done by addressing concern(s) in writing to administration.

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

Student will assure academic success by sitting down with teacher to participate in goal setting around academic and social goals (NWEA, grades, behavior, attendance) This message will also be shared with the school-wide goals and expectations at the beginning of the year, middle, and end of year (before District/State testing).

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 goal for parental involvement will center around families working closely with the school to increase student achievement through academic and social supports.

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.	$	0	.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.	$	1642	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	547	.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)	$	0	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	0	.00
54205	**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.	$	0	.00
54565	**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.	$	0	.00
53510	**Postage** Must be used for parent and family engagement programs only.	$	0	.00

| 53306 | **Software**
Must be educational and for parent use only. | $ | 0 | .00 |

| 55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 0 | .00 |