Park Manor Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/09/2020	All	Organizational Meeting/Timeline
01/30/2020	All	SEF Ratings
02/13/2020	All	FInalize SEF Ratings, Goals
02/27/2020	All	Goal Completion/Action Steps
03/12/2020	All	Action Steps (continued)
04/09/2020	All except Turner	Review/Finalize Action Steps
04/30/2020	All except Turner	Review/Complete Parent and Family Plan

Date	Participants	Topic
05/05/2020	All except Turner	Fund Compliance Review

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 2 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 3 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: ? According to the 5Essentials school report, Park Manor has been ranked Organized since the 2015- 16 SY (5 years in a row) ?All stakeholders have collaboratively established clear, measurable goals for student achievement, learning climate, and community engagement.These goals anchor all work at Park Manor and are posted on banners in the halls, included in the school?s bulletin each week, and reinforced with parents at all community events. ? Principal implements/shares a vision for instructional best practices and goals through the collaboration with GLTs, ILT, Administrative Team, LSC and PAC. This is evidenced in the present of the State of the School delivered bi-annually to stakeholders, weekly GLT meetings, weekly administrative team meetings, bi-weekly meetings with the ILT (lead by various ILT members), ILT led professional development for teachers quarterly, bi-weekly Behavior Health Teams, and monthly LSC and Pac meetings.
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement

- o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- o 2 Design professional learning (PL) to achieve school-wide improvement goals
- o 4 Design and implement school day schedules that are responsive to student needs
- o 3 Align the budget to the CIWP priorities and the mission of the school
- o 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- o 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**: ?All stakeholders have collaboratively established clear, measurable goals for student achievement, learning climate, and community engagement.These goals anchor all work at Park Manor and are posted on banners in the halls, included in the school?s bulletin each week, and reinforced with parents at all community events. ? Teachers show growth in performance as measured by REACH. Teachers receive quality feedback quarterly from administration reflecting the results of their formal/informal observations, lesson planning, gradebook entries and ILT learning rounds and suggestions for improvement. ? The school has an active LSC and Alumni who work collaboratively with principal and staff in creating and maintaining a supportive relationship between school, home, and community.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 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
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: ?All stakeholders have collaboratively established clear, measurable goals for student achievement, learning climate, and community engagement.These goals anchor all work at Park Manor and are posted on banners in the halls, included in the school?s bulletin each week, and reinforced with parents at all community events. ? Principal implements/shares a vision for instructional best practices and goals through the collaboration with GLTs, ILT, Administrative Team, LSC and PAC. This is evidenced in the present of the State of the School delivered bi-annually to stakeholders, weekly GLT meetings, weekly administrative team meetings, bi-weekly meetings with the ILT (lead by various ILT members), ILT led professional development for teachers quarterly, bi-weekly Behavior Health Teams, and monthly LSC and Pac meetings. ? The ILT engages in the monitoring of achievement by analyzing 10th week core data, BOY, MOY, and EOY academic data with emphasis on students learning goals, school-wide

best practices and opportunity for improvement. ? Teachers show growth in performance as measured by REACH. Teachers receive quality feedback quarterly from administration reflecting the results of their formal/informal observations, lesson planning, gradebook entries and ILT learning rounds and suggestions for improvement. ? Implementation of structured core curriculum aligned to Common Core Standards in ELA and Math for K - 8 designed by N12. Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work. Evidence ? The ILT engages in the monitoring of student achievement by analyzing quarterly, BOY, MOY and EOY academic data with emphasis on students learning goals, school-wide best practices and opportunity for improvement. ? The GLTs implement a 10-week data cycles that provide structure and routines for analysis of learning data in ELA and Math. ? ILT consists of at least one member from each GLT. ILT members share ILT updates with GLT following each meeting. ? The ILT conducts learning rounds quarterly to monitor instruction and student achievement.

- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: ? Implementation of structured core curriculum aligned to Common Core Standards in ELA and Math for K - 8 designed by N12. Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work. Evidence ? The GLTs implement a 10-week data cycles that provide structure and routines for analysis of learning data in ELA and Math. ? Professional development mostly occurs with the GLT meetings (30 minutes per week) ? Staff input is considered for development topics via surveys and open discussions ? PD is determined based on ILT data from learning rounds ?Administration provides common planning periods weekly for GLTs to discuss student data, instructional implementation and provide professional development. ? Curricular pacing and scope and sequence are provided by Network 12 in ELA and Math ? 100% of the teachers are implementing the Network provided scope/sequence with fidelity as measured by ILT learning rounds, peer observations and REACH observations. ? Teachers develop weekly lesson plans aligned to CCSS, the Network 12 scope/sequence and individual student needs gathered from NWEA data and TRC levels. ? NWEA Growth Reading- 42% Math- 94% ? NWEA Attainment Reading- 43% Percentile Math 53% ? Attendance- 96.1% ? instructional materials due to 70% of the teachers being proficient in instructional delivery. ? All 2nd ? 8th grade teachers use Measuring up Live to build common core aligned assessments that follow the ILT assessment protocol as well as Edgenuity. ? Teacher follow the N12 pacing guide curriculum and instruction in ELA and Math. ? Teachers implement the Gradual Release of Responsibility (GRR) instructional model into daily practice to ensure that students receive an explicit model as well as are provided opportunities to practice skills to

mastery. ? Teacher curriculum is reviewed in weekly GLT meetings including tasks, lesson, and assessments. ? The ILT has designed a system of evaluating the implementation of the Instructional Blocks for ELA and Math, as well utilizes the N12 process for determining the fidelity of the implementation. ? Students are given multiple opportunities for success through Re-teaching, Retaking of assessments, as well as the completion of remediation packets.

- 3 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 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
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: ? The ILT engages in the monitoring of achievement by analyzing 10th week core data, BOY, MOY, and EOY academic data with emphasis on students learning goals, school-wide best practices and opportunity for improvement. ? Teachers show growth in performance as measured by REACH. Teachers receive quality feedback quarterly from administration reflecting the results of their formal/informal observations, lesson planning, gradebook entries and ILT learning rounds and suggestions for improvement. ? Implementation of structured core curriculum aligned to Common Core Standards in ELA and Math for K - 8 designed by N12. Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work. Evidence ? The ILT engages in the monitoring of student achievement by analyzing quarterly, BOY, MOY and EOY academic data with emphasis on students learning goals, school-wide best practices and opportunity for improvement. ? The GLTs implement a 10-week data cycles that provide structure and routines ? ILT consists of at least one member from each GLT. ILT members share ILT updates with GLT following each meeting. ? The ILT conducts learning rounds quarterly to monitor instruction and student achievement. ? Curricular pacing and scope and sequence are provided by Network 12 in ELA and Math ? 100% of the teachers are implementing the Network provided scope/sequence with fidelity as measured by ILT learning rounds, peer observations and REACH observations. ? Teachers develop weekly lesson plans aligned to CCSS, the Network 12 scope/sequence and individual student needs gathered from NWEA data and TRC levels. ? NWEA Growth Reading- 42% Math- 94% ? NWEA Attainment Reading- 43% Percentile Math 53% ? Attendance- 96.1% ?

instructional materials due to 70% of the teachers being proficient in instructional delivery. ? All 2nd ? 8th grade teachers use Measuring up Live to build common core aligned assessments that follow the ILT assessment protocol as well as Edgenuity.

- 3 - MTSS
    - o 1 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
    - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
    - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
    - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
    - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
    - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
    - o 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
    - o 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
    - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
    - o 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
    - o 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
    - o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
    - o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
    - o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
    - o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
    - o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
    - o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
    - o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)

- o 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: ? New highly functioning MTSS team for behavior and academics ? Teachers receive quarterly MTSS professional development from the MTSS lead ? MTSS student tracking systems developed ? Students are given multiple opportunities for success through Re-teaching, Retaking of assessments, as well as the completion of remediation packets. ? Park Manor created and implemented the Behavioral Health Team (BHT) that has decreased student discipline referrals by 80% and identified students in need of DL services. ? The MTSS team uses all available assessment data to identify students for Tier 2 and 3 interventions and regularly analysis progress monitoring data to evaluate and adjust interventions.
- • 2 - Transitions, College & Career Access, & Persistence
  - o 3 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)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 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
  - o **Evidence**: ? Students attend college trips annually, including to Purdue University and Chicago State. ? Career /High School Fairs are attended by Park Manor students to support higher education endeavors. ? Administration has established partnership with High Schools (i.e. Dunbar, Simeon, Bogan, CVS) to speak to students about goals and aspirations that would lead them to college and career readiness.

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: ? Highly functioning student council ? 8th grade class officers. ? Our school institutes a RTI program based upon Respect-Accountability-Citizenship-Exceed Expectations. Several students have been identified and enrolled in a Check-in, Check-out mentoring program with staff members. ? Park Manor has established an Intervention/Mentoring Program (Pastor Orr and Team) which includes Restorative Justice, Peace Circles, etc. ? All administrators, teachers and para-professionals have received Professional Development in Trauma Training to assist in building relationships and enhancing the social-emotional interactions among students and staff.
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: ? Highly functioning student council - conducts student surveys for events, activities, etc. ? 8th grade class officers. ? Students engage in numerous extracurricular activities both academic and recreational such as; Boys & Girls Club, OST, Saturday School, Homework café, Basketball, Cheerleading, Gymnastics, True Star, A Better Tomorrow Girls Mentoring, Floor Hockey, Step Club, Drill Team, Band, Dance,. Music, etc. ? Students attend college trips annually, including to Purdue University and Chicago State. ? Career /High School Fairs are attended by Park Manor students to support higher education endeavors. ? Administration has established a partnership with High Schools (i.e. Simeon, Dunbar, Bogan, CVS) to speak to students about goals and aspirations that would lead them to college and career readiness. ? The school has designated the 3rd floor as the College floor. College Banners are displayed throughout the corridor
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: ? Safe Passage Program ? Behavior Health Team ? Calm Classroom SEL program ? The school has established the R.A.C.E RTI system implementing the use of school-wide rules/with rewards and consequences for appropriate and

inappropriate actions. Students are rewarded immediately with Mustang Mula for use in our school store as well as monthly as identified as VIP students by classroom teachers. ? Most staff members have been trained in restorative methods such as BHT, Peace Circle, CHAMPS and trauma training. ? MTSS team uses all available assessment data to identify students for Tier 2 and 3 interventions and regularly analysis progress monitoring data to evaluate and adjust interventions ? School-wide assemblies are held which showcase students' talents, abilities, and accomplishments bi-annually.

- 3 - Supportive and Equitable Approaches to Discipline
    - o 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
    - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
    - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
    - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
    - o **Evidence**: ? ALL staff members have been trained in restorative methods such as BHT, Peace Circle, CHAMPS and trauma training. ? The school has established the R.A.C.E RTI system implementing the use of school-wide rules/with rewards and consequences for appropriate and inappropriate actions. Students are rewarded immediately with Mustang Mula for use in our school store as well as monthly as identified as VIP students by classroom teachers. ? Implementation of detention and in-school suspension systems to avoid out of school suspension.
- 3 - Family & Community Engagement
    - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
    - o 2 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).
    - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
    - o 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
    - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
    - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
    - o 3 Partner equitably with parents speaking languages other than English
    - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
    - o **Evidence**: ? Parent/Student handbook distributed the first day of school and accessible via the website. ? Student and parent promotion contracts for all students ? Teachers provide clear expectations for student achievement and standards to parents and communicate with parents via classroom dojo and email ? 3rd, 6th and 8th Grade Parent Meetings during the 1st and 3rd quarters of school to explain student promotion criteria as well as inform parents of students? current standing (i.e. on track to be promoted, etc.) ? Only approximately 40% of the parents participate in established activities. ? The school has an active LSC and Alumni who work collaboratively with principal and staff in creating and maintaining a supportive relationship between school, home, and community. ? Digital communication with parents ? Park Manor proactively communicates with

families and community through email, monthly newsletters, report card pick-up, all class and social media outlets including an active school Facebook page. ? Park Manor staff (administration, classroom teachers and clinicians) conduct intensive outreach to families in need of specialized support through home visits, collaboration with community and mental health agencies. Students at Park Manor have benefited from these services by showing an increase in being able to manage their attendance, behavior behavior and have demonstrated an increase in their ability to access the curriculum due to interventions provided at the school and outside agencies.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	3
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	ELA Growth and Attainment 3rd - 8th grade/ DL students
Root Cause 1	Park Manor experienced a drop in ELA scores for the 2019 SY. A root cause analysis determined that teachers' are delivering solid instruction but needed more development in creating rigorous tasks whereas more emphasis was placed on math tasks that ELA. We believe that if we build teacher's capacity to deliver high quality, rigorous instruction with daily tasks that are aligned to the CCSS, we will have improved growth and attainment.
Area of Critical Need 1	2nd Grade Math Attainment
Root Cause 2	Student achievement at the 2nd grade in both ELA and Math has been a declining for the past two years. After completing a root cause analysis, we have determined that the overall primary curriculum needs to be enhanced to include more foundational skills and rigor.
Area of Critical Need 3	2nd Grade ELA Attainment
Root Cause 3	Student achievement at the 2nd grade in both ELA and Math has been a declining for the past two years. After completing a root cause analysis, we have determined that the overall primary curriculum needs to be enhanced to include more foundational skills and rigor.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
	Overall		47.00	52.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8) Park Manor experienced a drop in ELA scores for the 2019 SY. A root cause analysis determined that teachers? are delivering solid instruction but needed more development in creating rigorous tasks whereas more emphasis was placed on math tasks that ELA. We believe that if we build teacher's capacity to deliver high quality, rigorous instruction with daily tasks that are aligned to the CCSS, we will have improved growth and attainment.	Students with IEPs		40.00	45.00
SQRP: National School Attainment Percentile - Math (Grade 2) Student achievement at the 2nd grade in both ELA and Math has been a declining for the past two years. After completing a root cause analysis, we have determined that the overall primary curriculum needs to be enhanced to include more foundational skills and rigor.	Overall		30.00	40.00
SQRP: National School Attainment Percentile - Reading (Grade 2) Student achievement at the 2nd grade in both ELA and Math has been a declining for the past two years. After completing a root cause analysis, we have determined that the overall primary curriculum needs to be enhanced to include more foundational skills and rigor.	Overall		30.00	40.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) Our goal for growth is 75% in both ELA and Math. In SY 19, our students only experienced a 42% growth rate for the year. The root cause analysis determined that teachers placed more emphasis on math instruction (tasks and CCSS alignment) then reading.	Overall		52.00	62.00
Vision: Attendance Rate We have seen a decline in student attendance rates over the past year. The root cause analysis	Overall		96.20	96.70

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
determined that our primary students represent 48% of the declined attendance.				

Required metrics (Elementary) (133% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey ? According to the 5 Essentials school report, Park Manor has been ranked Organized since the 2015- 16 SY (5 years in a row)			5.00	5.00	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Gain at least a 5% increase in ELA Growth and Attainment annually. as measured by the NWEA assessment for 3rd - 8th grades. Park Manor experienced a drop in ELA scores for the 2019 SY. A root cause analysis determined that teachers? are delivering solid instruction but needed more development in creating rigorous tasks whereas more emphasis was placed on math tasks that ELA. We believe that if we build teacher's capacity to deliver high quality, rigorous instruction with daily tasks that are aligned to the CCSS, we will have improved growth and attainment.	78.00	42.00		52.00	57.00
Enhance MTSS Implementation to ensure a 50% decline in behaviors and 5% annual increase in DL student growth and attainment in math. We have developed systems for MTSS monitoring and referrals. Using the problem solving protocol, we determined that we need to enhance our efforts in this category by involving more stakeholders in the process as well as creating a cycle for evaluation of the program.	7.00	12.00		22.00	27.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Increase parent involvement and support by 5% annually. Using the root cause analysis, we determined that Park Manor does not offer many programs for parent participation. We believe that if we offer more programs that train parents in various field, we will increase parent participation.	30.00	40.00		50.00	55.00

Strategies

Strategy 1

If we do...	Expose students to high quality, rigorous, daily tasks in ELA and Math that are aligned to the CCSS, level three or above (as measured by DOK) and differentiated based on student data.
Then we see...	Improved attainment for all students 2nd - 8th grade.
which leads to...	A 5% increase in student attainment in ELA and Math annually as measured by the state and district assessments.
Budget Description	To obtain this goal, fnding allocations in professional development for teachers as well as instructional supplies will encompass the majority of the needs.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, Math: Rigorous Tasks
Action steps	(Not started) Continue to implement the standards progression monitoring protocol wherein tasks are evaluated for alignment to CCSS and progression through the complete standard. Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks (Not started) Continue to implement the task analysis protocol to ensure rigor on the weekly tasks according to the DOK chart (level 3+ required) Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks (Not started) Continue to implement the Assessment Analysis Protocol to ensure rigor on 10th week core assessments and alignment of weekly tasks according to the DOK chart (level 3+ required) and CCSS. Quarterly Review

	Tags:Balanced Assessment and Grading
	• (Not started) Conduct quarterly internal learning rounds to observe and measure standard and task implementation. Tags:Instruction • (Not started) Purchase and/or replenish rigorous texts for ELA, Math and Science Instruction Tags:Curriculum, Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Math: Rigorous Tasks • (Not started) Purchase a literacy program for K - 2nd grades Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Teachers will attend Professional Development for best practices in regards to curriculum implementation quarterly. Tags:

Strategy 2

If we do...	Implement school wide policies, procedures and motivational programs to support the Tier I academic and socio-emotional growth of all students in conjunction with Tier II and Tier III support programs
Then we see...	Improved student achievement, increased levels of growth and attainment in all classes, and an improved overall school culture
which leads to...	A 10% annual increase in On-track rates and a 10% annual decline in discipline infractions
Budget Description	Budget planning in this category may revolve around human resources, purchasing Tier 1 programs/supplies for MTSS SEL and academic implementation, funding for academic tutoring/student support classes and staff professional development.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	• (Not started) Enhance the MTSS team for 2020 to include stakeholders representing general education and diverse learner instruction, school culture, and attendance. Tags:MTSS: Fidelity of Implementation

	- (Not started) Use teacher recommendations, gradebook, behavior, and attendance data to identify students in need of Tier 2 and 3 behavioral and academic interventions. Tags:MTSS: Problem Solving Process - (Not started) Provide PD for all faculty and staff in documenting Tier 2 and 3 behavioral and academic interventions Tags:MTSS: Fidelity of Implementation - (Not started) Develop and implement Tier 1 MTSS strategies for academics and behavior. Tags:MTSS: Fidelity of Implementation - (Not started) Implement check-in/check-out, mentoring groups, and other Tier 2 behavioral interventions as needed for targeted students. Tags:MTSS: Progress Monitoring - (Not started) Implement Tier 2 and 3 academic MTSS interventions system for ELA and math utilizing ancillary staff and SGI grouping. Tags:MTSS: Curriculum & Instruction - (Not started) Provide after school intervention programs (based upon 26+ percentiles from NWEA data) that are geared towards increasing both mClass Math TRC/DIBELS and NWEA growth/attainment to +70% in K-8th Tags:MTSS: Curriculum & Instruction - (Not started) Maintain partnerships with the neighboring church, Life Skills and FORUM programs (Tiers I, II & III) Tags:MTSS: Family and Community Engagement - (Not started) Hire an MTSS Coordinator Tags:MTSS: Fidelity of Implementation

Strategy 3

If we do...	Engage parents and community more effectively in the school through various programs and opportunities
Then we see...	strengthened relationships and collaboration between teachers and parents

which leads to...	a 50% increase in parent participation in all school hosted parent activities and overall increase in student performance by the year 2022.
Budget Description	To accomplish this goal, we will need to invest fnding in various parent program offerings such as parent classes, training and workshops. We would like to host various parent and student activity nights. We would also like to dedicate funding to engage community organizations to lead/host these events for our parents. Most of this funding can be allocated from PAC funds.
Tags	FACE2: Parent Engagement
Action steps	• (Not started) Create and distribute parent surveys of interest to determine what events parents want to attend and available time frames. Tags:FACE2: Title 1 PAC • (Not started) Collaborate with community organizations and all stakeholders to develop a schedule of annual parent events. Tags:FACE2: Title 1 PAC • (Not started) Plan and implement various parent workshops, training, and family events throughout the school year to enhance parent engagement. Tags:FACE2: Title 1 PAC

Action Plan

Strategy 1

Continue to implement the standards progression monitoring protocol wherein tasks are evaluated for alignment to CCSS and progression through the complete standard.

Sep 07, 2020 to Jun 18, 2021 - GLTs

Continue to implement the task analysis protocol to ensure rigor on the weekly tasks according to the DOK chart (level 3+ required)

Sep 07, 2020 to Jun 18, 2021 - All Teachers

Continue to implement the Assessment Analysis Protocol to ensure rigor on 10th week core assessments and alignment of weekly tasks according to the DOK chart (level 3+ required) and CCSS. Quarterly Review

Nov 06, 2020 to Jun 18, 2021 - ILT

Conduct quarterly internal learning rounds to observe and measure standard and task implementation.

Oct 05, 2020 to Jun 04, 2021 - ILT

Purchase and/or replenish rigorous texts for ELA, Math and Science Instruction

Jul 01, 2020 to Aug 28, 2020 - Administration

Purchase a literacy program for K - 2nd grades

Jul 01, 2020 to Aug 28, 2020 - Administration Primary Teachers

Teachers will attend Professional Development for best practices in regards to curriculum implementation quarterly.

Jun 11, 2021 to Jun 10, 2022 - ILT

Strategy 2

Enhance the MTSS team for 2020 to include stakeholders representing general education and diverse learner instruction, school culture, and attendance.

Jul 01, 2020 to Aug 28, 2020 - Administration

Use teacher recommendations, gradebook, behavior, and attendance data to identify students in need of Tier 2 and 3 behavioral and academic interventions.

Sep 07, 2020 to Oct 02, 2020 - MTSS Team

Provide PD for all faculty and staff in documenting Tier 2 and 3 behavioral and academic interventions

Aug 31, 2020 to Sep 04, 2020 - MTSS Team

Develop and implement Tier 1 MTSS strategies for academics and behavior.

Jul 01, 2020 to Aug 21, 2020 - MTSS Team

Implement check-in/check-out, mentoring groups, and other Tier 2 behavioral interventions as needed for targeted students.

Oct 05, 2020 to Jun 18, 2021 - MTSS Team/Teachers

Implement Tier 2 and 3 academic MTSS interventions system for ELA and math utilizing ancillary staff and SGI grouping.

Oct 05, 2020 to Jun 18, 2021 - MTSS Team/Teachers

Provide after school intervention programs (based upon 26+ percentiles from NWEA data) that are geared towards increasing both mClass Math TRC/DIBELS and NWEA growth/attainment to +70% in K-8th

Oct 05, 2020 to Jun 11, 2021 - MTSS Team/Teachers

Maintain partnerships with the neighboring church, Life Skills and FORUM programs (Tiers I, II & III)

Sep 01, 2020 to Oct 01, 2020 - Administration

Hire an MTSS Coordinator

Jul 01, 2020 to Aug 28, 2020 - Administration

Strategy 3

Create and distribute parent surveys of interest to determine what events parents want to attend and available time frames.

Sep 07, 2020 to Oct 02, 2020 - PAC

Collaborate with community organizations and all stakeholders to develop a schedule of annual parent events.

Oct 05, 2020 to Oct 30, 2020 - PAC/Administration

Plan and implement various parent workshops, training, and family events throughout the school year to enhance parent engagement.

Nov 02, 2020 to Jun 18, 2021 - PAC/Administration

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Park Manor will implement baseline testing for students upon return to school to determine current levels. The overall goal for the school is 60% attainment and 80% meeting growth targets annually in ELA and Math as measured by NWEA and/or teacher created assessments.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

Implementation of a structured MTSS system wherein all students are tiered based on academic performance and given supports as needed.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Departmentalized structures for all 4th - 8th grade students which helps to ensure CCSS alignment and quality, focused instruction. MTSS system implementation to ensure the growth of all students.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Using the MTSS protocol, all Tier II and Tier III students will receive academic supports and enrichment via after school, Saturday school and class pull out sessions throughout the year to ensure growth.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

Park Manor uses a three step hiring process consisting of a written evaluation with an individual administrative interview, a team interview with the ILT and a full observed taught lesson to a class.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Park Manor staff engages in professional development quarterly based on scientifically research based topics regarding student achievement. Teachers also engage in weekly GLT professional development.

Strategies to increase parent involvement, such as family literacy services.

Park Manor staff members will participate in various community based activities, including the Back to School Fest and church events. Park Manor teachers
are required to keep an active written line of communication with parents via class dojo or google email. Parents are encouraged to do classroom visits and
shadow their children throughout the instructional day.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Designated staff member to assist parents and students with the transition from PreK to Kindergarten. During the last month of school, students participate in multiple classroom visits to the kindergarten class to ease the transition anxiety.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Teachers create their own daily lesson plans, quizzes and quarterly assessments aligned to EOY district assessments as voted upon annually.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Implementation of an effective MTSS structures wherein students in need of support are identified before the end of the first quarter and enrolled in one of the various support programs including: during school tutoring, after school tutoring, Saturday tutoring, small group instruction or one-to-one support as needed.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

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

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

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

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

Parents will be informed of the NCLB/Title I Programs during the Park Manor Open House, LSC meeting, PAC meeting and via written communication
(newsletter, flyer, etc) with the opening of the school year. Annual meetings are held to review and update the Parent Involvement Plan. The Title I Annual
meeting will be held on the second Thursday of September 2020 and September 2021. The Annual Organizational meeting will be held immediately following. Monthly meetings for PAC are held every 2nd Thursday of the month.

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

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

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

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

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

Parents will be provided notices when their child has been assigned to or taught by a teacher who is not "Highly Qualified," as defined in the Title I Final
regulations. Letters will be sent to parents according to CPS Board policy.

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

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

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

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

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Park Manor staff members will participate in various community based activities, including the Back to School Fest and church events. Park Manor teachers
are required to keep an active written line of communication with parents via class dojo or google email. Parents are encouraged to do classroom visits and
shadow their children throughout the instructional day.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

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

to students with Park Manor siblings, flyers, digital
marquee, and Facebook

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Park Manor will continue to provide parents will information via the bi-monthly newsletter, email ,
website, flyers, digital marquee, Facebook, and classroom
newsletters.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

n/a

School-Parent Compact (Complete)

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

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

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

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

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

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

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

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

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

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

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

Parents will monitor the completion of assignments both given to students via ASPEN gradebook. Via the school website, parents
can also access a variety of links that provide students at all grade levels with enrichment activities to strengthen academic performance.

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

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

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

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

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

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

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$300.00
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.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00
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)	$500.00
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	$0.00

	Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	
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.	$376.00
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