

# George Manierre Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
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Leah Lossin	Head Teacher	lllossin@cps.edu	Has access

### Team Meetings

No meetings saved for this plan.

### 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
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 2 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)
  - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** A senior leadership team has been established with individual accountability to assume various roles in leadership. The ILT meets bi-weekly to collaborate across grade bands and disciplines to ensure best practices and continuity of instruction exist. This includes planning, implementing, administering progress monitoring, providing interventions and examining assessments. Professional learning is presented by our teachers and staff. Teachers share their learning with their colleagues from their external professional learning. During remote learning, some teachers have observed each other and provided feedback.
- 3 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 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
  - 2 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)
  - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** During grade level meetings, teachers are asked to bring samples of student work. The facilitator of the teacher teams share student work and their fellow colleagues rate the depth of knowledge; levels of cognitive demand and provide feedback. Performance tasks and Problems of the Month are displayed

around the school; examining the quality of student responses and higher level thinking skills. Curriculum Coach provides training and support on small group instruction tailored to individual growth areas. We analyze student data from formative and summative work samples. We set growth targets for continuous improvement.

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 2 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
  - 2 Curriculum connects to real world, authentic application of learning
  - 2 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 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
  - **Evidence:** Lesson plans are submitted on a weekly basis. Prepackaged scope and sequences in Reading Street, My Perspectives and Go Math are utilized by teachers. Students receive academic interventions 2 to 3 times a week in the Learning Lab. Students participate in mindfulness activities on a daily basis across all disciplines including Gym and Art classes. Social Emotional Learning is scheduled into every school day. Students are provided with opportunities to set and work on individual goals based on their data. This builds authority and agency in authentic learning experiences.
- 2 - Instruction
  - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 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)
  - **Evidence:** To create a culture of learning, we have set up systems and structures that allow students to be able to interact with their peers and instructors, using on-line materials, that address student needs and gives students choice as to what needs they decide to address first. Using the on-line programs, the students are given structured choices that apply to their learning based on the teacher's analysis of student data that allows for differentiated instruction provided by the teacher. This process promotes high levels of student engagement, choice and individualized ownership. Many of our programs provide teachers and students with immediate data that analyzes their strengths and areas of growth, which in turn is used as informative feedback.

- 3 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 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
  - 2 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
  - 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 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
  - 1 Improve and promote assessment literacy
  - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** Gradebook is examined on a weekly basis; monitoring the number of grades in each core subject. A unified grading scale is used throughout all grade bands. Gradebook is checked weekly for formative assessments. When analyzing assessments, we look for materials that address the needs of all students that is aligned to the standards and concepts being taught and that all students have equal access to the assessment.
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 1 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)
  - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 2 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)
  - 2 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)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 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)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- 2 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)
- 2 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)
- 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)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 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)
- 2 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)
- 2 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 2 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)
- 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 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)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** We use numerous data collection tools to assess the progress of students over a period of time. We have created a streamlined approach to digitally collect and track data. We have a Behavioral Health team that uses the Problem-Solving Process and refers students to interventions for absences and behavior. We utilize our related service providers to collect data and provide

feedback. We ensure team members are diversified to meet the needs of the whole child. We partner with outside resources to provide therapeutic counseling. We incorporate tier 1 online social emotional interventions. We established restorative practices, including peace circles, restorative conversations, check ins and restorative reintegration plans.

- 2 - Transitions, College & Career Access, & Persistence
  - 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 2 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
  - **Evidence:** 8th graders participate in the Valued-Youth job training program. Middle school students complete required Naviance tasks. Counselor and middle school team provide Learn. Plan. Success lessons. 8th graders are taught transition lessons. 8th graders apply for One Summer Chicago summer jobs, including with U.I.C. 8th graders visit CTE high schools. Interest inventories, career book readings and bulletin boards that emphasis college and career are displayed.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 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)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Our school community engages in a restorative approach to discipline through the use of peace-circles, restorative conversations to reintegrate students in the classroom, student-teacher conferences, check-ins and cool downs. Students who receive an in-school, out of school suspension or other infractions receive a restorative intervention. We use a preventive approach that fosters healthy peer to peer interactions through the use of Friday board game teams and student to student mentoring. We use an open-ended question to facilitate conversations concerning any issue at staff morning meetings and ESP meetings.
- 1 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 1 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 1 Exercise student voice (REQUIRED: OSEL)
  - 1 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 1 Take informed action where they work together to propose and advocate for solutions
  - 1 Experience a schoolwide civics culture

- **Evidence:** Student government was organized for grades 4th - 8th in January of this year. An 8th grade student served in an advisory capacity on the CIWP team. Student leaders work with History Makers. Various grades participated in service learning opportunities including ending poverty, neighborhood clean ups. Parents participated in service learning with students in the area of animal safety. On an annual basis, student recipient for morning weather newscaster for WGN, partner with Art on Sedgwick for community partnership in an effort to remove racial barriers.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 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)
  - **Evidence:** Teachers received training on Calm Classrooms, Growth Mindset, Mindfulness and Conscious Discipline. The Culture and Climate Committee was established. During the 2018-2019 school year, the team met on a regular basis. In the 2019-2020 school year, the team merged with the ILT. The Culture Development Center was established to provide restorative approaches to discipline. This center did not open until the second month of the school year in an effort to support the building of community in the classrooms.
- 2 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 2 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)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Our Dean collaborated with teachers and administration to provide restorative practices and interventions to deal with discipline issues and peer conflicts. We involved parents more as partners to resolve discipline issues. Suspensions were only used as a last resort. Staff participated in Care Training for Trauma. Behavioral Health Team uses root cause analysis to refer students for interventions.
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 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).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 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)
  - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)

- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 4 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)
- **Evidence:** The school has adopted the motto that parents are "Very Important Partners" in education. Parents are encouraged to participate on the Local School Council (LSC), Parent Advisory Council (PAC), Family and Community Engagement (FACE) for parents. Parents are encouraged to participate in school activities. Parents and families are greeted daily and invited to come and participate in the parent resource room for daily activities, workshops, or wherever there is a need. There are multiple community partners that come into our school to provide workshops, presentations, and resources for students and parents. Attendance data is examined, using a tiered approach to target various subsets of students. We provide intentional strategies for the various subsets. For example, middle school parents are called twice a month to update them on their child's attendance and students were provided attendance contracts and opportunities express in a small setting why attending school every day is important. The goal is to create a sense of ownership and pride when it comes to attendance. In addition to targeting middle school students, we had activities such as Breakfast with the Principal to celebrate students with excellent attendance from grades K-5th.

## School Excellence Framework Priorities

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



Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	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.

### 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
Vision: NWEA Attainment G2 (Reading)  Second grade attainment indicates the students academic success in 3rd grade. This academic success predicts the trajectory of the students future learning continuum.	African American		71.00	74.00
	African American Male		61.00	67.00
Vision: NWEA Attainment G2-8 (Math)  Second grade attainment indicates the students academic success in 3rd grade. This academic success predicts the trajectory of the students future learning continuum.	African American		50.00	70.00
	African American Male		50.00	70.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: NWEA Growth G3-8 (Reading)  Growth Goals precisely measure student success in Reading by pinpointing areas of need and progression in grades 3 - 8, which helps to close the Opportunity Gap.	African American		46.00	50.00
	African American Male		42.00	46.00
Vision: NWEA Growth G3-8 (Math)  Growth Goals precisely measure student success in Math by pinpointing areas of need and progression in grades 3 - 8, which helps to close the Opportunity Gap.	African American		44.00	50.00
	African American Male		38.00	46.00
Vision: Attendance Rate  Our 2018-2019 attendance rate shows a decline from previous years' attendance.	African American		93.06	95.09
	Overall		93.06	95.09

**Required metrics (Elementary) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> Our current trend indicates that we are becoming well organized showing improvement in the areas of Supportive Environment, Effective Leadership, Involved Families and Collaborative Teachers.				5.00	5.00

**Custom metrics (50% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
Growth Goals Based on our vision goals, we have set stretch goals in an effort to push our students and staff beyond their comfort levels.				56.25	60.47

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
(Blank) (Blank)					

# Strategies

## Strategy 1

If we do...	review the latest results of 5essentials that reveal student voice, engagement, and civic life, we will engage staff in discourse that provides individual perspectives, create content for a student interest inventory, and collect the results to analyze and create student-led programming.
Then we see...	students engaging in meaningful learning opportunities that foster ownership and agency, such as student-led announcements, activities, programs, research projects, volunteer opportunities, clubs, student-directed assemblies, and community engagement.
which leads to...	increased student involvement in decision-making for schoolwide academic and social aspects, which results in student-teacher trust increasing (10 - weak to 30 - weak) and Academic Personalism (37 - weak to 50 - neutral) over the next two cycles.
Budget Description	The time frame begins in summer 2020. Teachers, ESPs, students, ILT, counselor, senior leadership team and case manager are human resources. Materials include chart paper, pens, markers, copy paper, toner, and instructional materials.
Tags	SSCE: Student Voice, SSCE: Student Leadership, SSCE: Student Voice CIWP
Action steps	<ul style="list-style-type: none"> <li>(Not started) Gather staff members to discuss perspectives and create interest inventory. Tags: Student Voice, Engagement, and Civic Life, SSCE: Student Leadership</li> <li>(Not started) Administer Interest Inventory Tags: Student Voice, Engagement, and Civic Life, SSCE: Student Leadership</li> <li>(Not started) Collect and analyze results Tags: Student Voice, Engagement, and Civic Life, SSCE: Student Leadership</li> <li>(Not started) Create and begin quarterly programming. Tags: Student Voice, Engagement, and Civic Life</li> </ul>

## Strategy 2

If we do...	develop a scope and sequence that's Common Core State Standards-aligned, horizontal and vertical alignment for Literacy and Mathematics through teacher collaboration
Then we see...	organized units of study, cohesion across grade-levels, and common big ideas to deepen student thinking
which leads to...	students making connections to the learning in meaningful ways that challenge their thinking, and improved student achievement across the following measures: Teaching Strategies Gold-80% of students will accomplish all 6 domains; mClass-75% of students will meet or exceed benchmark; NWEA-80% of students will meet or exceed their growth targets; Illinois Assessment of Readiness-50% of students will meet or exceed state standards.
Budget Description	5 weeks of summer planning to create a schoolwide scope and sequence. Examine low and high stakes assessments and classroom assessment schedules to align with content and pedagogy. The ILT will provide monthly progress monitoring of the scope and sequence. Stride Academy will be a tool used to assist teachers in progress monitoring student achievement every 5 weeks.
Tags	Curriculum, Assessment: Curriculum Equity Initiative, CIDL: Curriculum, MTSS: Curriculum & Instruction, OECE: PK Curriculum, Science: Curriculum, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Retrain staff on Common Core State Standards and lesson plan integration. Tags:MTSS: Curriculum &amp; Instruction</li> <li>• (Not started) 5 weeks of summer planning to create a schoolwide scope and sequence. Tags:Curriculum</li> <li>• (Not started) Examine low and high stakes assessment schedules to align with content and pedagogy. Tags:Curriculum, CIDL: Curriculum</li> <li>• (Not started) The ILT will provide monthly progress monitoring of the scope and sequence. Tags:Curriculum, Assessment: Curriculum Equity Initiative</li> <li>• (Not started) Stride Academy will be a tool used to assist teachers in progress monitoring student achievement every 5 weeks. Tags:Curriculum, Assessment: Curriculum Equity Initiative</li> </ul>

## Strategy 3

If we do...	Develop and plan for differentiation in grades PK-8 utilizing flexible grouping and ongoing assessments.
Then we see...	Small group instruction and activities are differentiated, students are grouped for instructional purpose, and systems for students to know group assignments for activities are evident.
which leads to...	Self-efficacy, intrinsic motivation, and increased academic achievement by meeting the needs of individual learners. An Increase in on-track student standings across core content areas (metric will increase by 15%: On-track will increase from 12% to 27%; Almost will increase from 10% to 25%; Near will increase from 11% to 26%, and Far from will decrease from 53% to 22%.
Budget Description	Chart paper, markers, post-it notes, funds for summer planning for staff; scope and sequence.
Tags	Instruction, ODLSS: Instructional Quality, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> <li>• (Not started) During the summer professional development days, teachers will be provided with training on Differentiation. Tags:Instruction, Literacy: Shift 4-21st Century Professional Learning</li> <li>• (Not started) By September 11, teachers will plan and implement Differentiated Instruction. Tags:Instruction, Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) By October 19, 2020, classroom observations will be conducted by administration, curriculum coach and ILT. Tags:Instruction, ODLSS: Instructional Quality</li> </ul>

**Strategy 4**

If we do...	In the summer of 2020, we will establish and implement an MTSS team that identifies students in need of academic, attendance and/or behavioral health interventions.
Then we see...	Bi-weekly MTSS team meetings with agenda and minutes with staff, systematic tracking tool of progress monitoring data, which will be adjusted, and new goals will be set as necessary. Staff utilization of ASPEN logging tool to collaborate with input, track, and modify student interventions. Improvements in the on-track report.
which leads to...	Targeted areas of concern and needs using the Problem Solving Process to close academic gaps and improve behavior. Increased school-wide attendance efforts to 95.9% which is a 2% increase from the 2018-2019 school year. Decreased number of Misconducts by Year in ASPEN by 50%: a change from 38 misconducts to 19 misconducts or less

Budget Description	MTSS Professional Development, Restorative Practices Coach, and Curriculum Coach
Tags	MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Familiarize teachers with MTSS and its implications on social-emotional learning and academia.  Tags: MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</li> <li>• (Not started) During August 27, 2020, Professional Development Day teachers will be trained on MTSS and the logging tool.  Tags: MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership</li> <li>• (Not started) Based on initial diagnostic assessments the teachers will analyze the data and determine which students require Tier 2 and Tier 3 interventions. Progress monitoring will begin after all diagnostic assessments have been completed.  Tags: MTSS: Curriculum &amp; Instruction, MTSS: Problem Solving Process</li> <li>• (Not started) Implement core instruction and plan for differentiated instruction and small group activities.  Tags: MTSS, MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation</li> <li>• (Not started) During Grade Level Meetings, beginning October 5, 2020, we will create a year-long scope and sequence calendar that will include formative assessments utilizing Stride Academy.  Tags: MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</li> <li>• (Not started) During the 6th, 11th, 16th, 21st, 26th, 31st, and 36th weeks of school, the ILT will analyze the data to determine the next steps.  Tags: MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</li> </ul>

# Action Plan

## Strategy 1

Gather staff members to discuss perspectives and create interest inventory.

Jul 07, 2020 to Aug 14, 2020 - Staff and Administration

Administer Interest Inventory

Sep 21, 2020 to Sep 21, 2020 - Staff and Administration

Collect and analyze results

Sep 21, 2020 to Oct 05, 2020 - Staff and Administration

Create and begin quarterly programming.

Oct 12, 2020 to Jun 18, 2021 - Staff, Administration, students, and network specialists

## **Strategy 2**

5 weeks of summer planning to create a schoolwide scope and sequence.

Jul 07, 2020 to Aug 11, 2020 - All teachers, Senior Leadership Team, Administration

Examine low and high stakes assessment schedules to align with content and pedagogy.

Aug 26, 2020 to May 28, 2021 - All teachers, Senior Leadership Team, mClass and NWEA coaches, Administration

The ILT will provide monthly progress monitoring of the scope and sequence.

Oct 05, 2020 to Jun 24, 2021 - ILT, Administration, Network Specialist

Stride Academy will be a tool used to assist teachers in progress monitoring student achievement every 5 weeks.

Oct 02, 2020 to Jun 18, 2021 - Teachers, curriculum coach, Stride Academy presenter

Retrain staff on Common Core State Standards and lesson plan integration.

Aug 03, 2020 to Sep 30, 2020 - Network specialists and curriculum coach

## **Strategy 3**

During the summer professional development days, teachers will be provided with training on Differentiation.

Aug 26, 2020 to Aug 28, 2020 - Curriculum Coach, Network Specialists, and Erikson

By September 11, teachers will plan and implement Differentiated Instruction.

Sep 11, 2020 to Jun 24, 2021 - teachers

By October 19, 2020, classroom observations will be conducted by administration, curriculum coach and ILT.

Oct 19, 2020 to Jun 24, 2021 - Administration, curriculum coach, network specialists, and ILT

## **Strategy 4**

During August 27, 2020, Professional Development Day teachers will be trained on MTSS and the logging tool.

Aug 27, 2020 to Aug 27, 2020 - Counselor, Network MTSS and SEL specialists

Implement core instruction and plan for differentiated instruction and small group activities.

Sep 28, 2020 to Jun 24, 2021 - teachers

During Grade Level Meetings, beginning October 5, 2020, we will create a year-long scope and sequence calendar that will include formative assessments utilizing Stride Academy.

Oct 05, 2020 to Jun 24, 2021 - teachers, network specialist, curriculum coach and administration

During the 6th, 11th, 16th, 21st, 26th, 31st, and 36th weeks of school, the ILT will analyze the data to determine the next steps.

Oct 06, 2020 to Jun 01, 2021 - ILT, teachers, network specialist, curriculum coach and administration

Familiarize teachers with MTSS and its implications on social-emotional learning and academia.

Aug 03, 2020 to Aug 28, 2020 - Network specialists, teachers, administration, counselor, case manager, and other related service providers

Based on initial diagnostic assessments the teachers will analyze the data and determine which students require Tier 2 and Tier 3 interventions. Progress monitoring will begin after all diagnostic assessments have been completed.

Sep 07, 2020 to Oct 09, 2020 - teachers, MTSS team

## **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.**

Our Ferguson Child/Parent Center has received a Gold status rating from the Illinois State Board of Education indicating that most of our early childhood students are meeting or exceeding specific benchmarks. However, the same achievement is not evident in grades 2-8. As our students progress past grade 2 issues start to manifest and we are lacking resources for personnel, academic and SEL programs, and parental involvement to meet the needs that affect academic achievement.

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

Manierre School applies for the Illinois Empowerment Grant annually. The grant funds are used to host a Saturday Academic Academy, to purchase Stride Academy and Bluestreak site licenses. We also use the funds to host a summer enrichment program and to purchase instructional materials and supplies for students. Additionally, Erikson consultant services are purchased to coach and develop primary teachers in early math skills. We have restructured the computer lab where it serves as an academic intervention center for students in grades 1-8. A full-time curriculum coach was purchased to coach teachers and assist students in the academic center. Manierre School is a recipient of multi-tiered supports that provides the school with an Erikson Literacy coach, Amplify, NWEA, and early childhood consultants. WITS, Sit Stay Read, and Open Books provided free tutorial services for our students. Innovations for Learning provided one-on-one online tutoring for 1st graders. Purple Asparagus and Healthy Eating provided nutritional education to students. Junior Achievement provided college and career readiness to students in grades Pre-k through 8. Chicago Lights, Next Wave STEM, Out of School Time, CPS Score, and Valued Youth Program provided extracurricular programs for students.

### **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.**

The strategies that we plan to implement include leveraging teacher leaders to provide professional development and modeling with peers. As a school, we have begun to implement small group instruction in reading and math. Small group instruction in reading is primarily utilized through Booknook where teachers place students into groups based on mClass scores or the assessments embedded in the program. Small group instruction for math utilized Khan Academy and Splashmath. Both programs require students to complete assessments. The teachers use assessment results to put students into groups based on the academic needs of the students. Additionally, in the area of literacy independent reading with conferencing will be utilized in k-8 classrooms.

### **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).**

During the Covid-19 pandemic, we're continuing to ensure every family has an email address on file or contact information. Remote Learning is building our overall instruction ability. Parents will have access to educational Apps and have a better indicator of where their child is performing academically. Remote Learning provides our Manierre community with learning opportunities on a continuous basis. We will differentiate content, process, and product for all grade levels. Also, we will identify and provide interventions for students in grades K-8. Based on the data results from these interventions, teachers will analyze and plan for reteaching opportunities. Next, we will Progress Monitor the effectiveness of the interventions. If the intervention is ineffective after 6 weeks, then MTSS process is started, and new goals are provided. Once students are grouped, multiple opportunities are provided for our Tier 2 and Tier 3 students through differentiated instruction, after-school tutoring, Saturday Academy, and Summer School.

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

One of the senior leaders of the school will begin with a 15-minute phone interview. This will allow us to quickly determine if the candidate really meets the qualifications and expectations of the position posted. If the candidate passes the interview, they will advance to a face-to-face interview. (If the candidate is seeking a teaching position), the third phase is teaching a lesson with actual students they most likely will teach and provide a written lesson plan. A rubric will be used by all interviewers. The candidates with the most points and Principal's choice will be given consideration.

**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.**

All professional development opportunities that are presented to the staff, principal, and parents are high quality, scientifically based and proven effective. We use vendors that are learning partners according to the Illinois School Board of Education. The consultants provide professional development, coaching, observations, and feedback sessions to staff. The supports are generally a year long.

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

Manierre/Ferguson CPC leverages our partners to assist us in increasing parent involvement. Our partners as follows: The University of IL at Chicago (U.I.C.), they provide a Family Literacy Outreach Program for Parents Workshops are given in the Parent Room for all parents at our school. For example; Children's Writing, Creating Home Literacy Centers, & Book Reads. Financial Literacy Initiative for Parents are included as well. Such as, Money Services, Building Your Credit, & Saving.. Parents also have the opportunity to participate in Educational workshops on continuing their education, how to understand and apply for Financial Aid and any other pertinent information they may need. We also partner with the University of IL food Extension Nutritional Program. They provide nutritional recipes to try at school and home with their family.

The parents and the Parent Resource Teacher attend Parent University meetings once a month with the Network 4 community of schools, held at Logandale Elementary. Parents have the opportunity to meet with other parents, participate in networking with them on school concerns, parenting, and school improvement. These meetings also provide resources and workshops for the parents. The Near North Community provides resources for our parents via email, occasionally we are able to go to their evening meetings once a month.

**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.**

The prekindergarten students write questions to the kindergarteners. The kindergartner gets to choose, which question they want to answer. The kindergartner writes back the answer to the prekindergarten student. In June, the prekindergarten student gets to shadow for an hour a kindergartner. Kindergarten and prekindergarten students are taught a lesson by the kindergarten teachers. The prekindergarten teachers assist in the kindergarten classroom during this time. The Parent Resource Teacher will also invite the kindergarten and prekindergarten parents to the parent room for any questions they might have as well.

**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 are presented with an opportunity on an annual basis to determine which assessments they would like to use specific to their grade levels. Administration considers their choices based on rationales and complete a Google Doc instrument which is sent to the district.

**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.**

Students experiencing difficulties mastering the proficient and advanced levels of academic achievement will be provided differentiated instruction at their instructional level in small group or one on one settings. These settings will be designed to provide accommodations and modifications that allow the students to receive instruction and practice with skills in which they have deficits. These settings will allow teachers to progress monitor the students progression or lack thereof. After progress monitoring, the teacher will analyze the data and determine which students should begin the MTSS process.

**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.**

Manierre will integrate a wide range of resources to meet the needs of our student body, Manierre will coordinate programs in the specific areas of public health and safety. We will establish the school health team that will promote public benefits for students and families, such as SNAP, school based health clinics. Sexual Health education will be scheduled. State funded programming that addresses violence prevention will be scheduled. Utilize school counselor, social worker and school psychologist to coordinate mental health services for students at school and in the community. Clinicians will commit to joining the school behavioral health team to coordinate mental and behavioral health services referrals and services for students. Our school nurse will assist with the coordination of state vision, hearing and dental providers and vendors. Our Climate and Culture Committee will help to create a supportive LGBTQ environment for students.

Manierre will partner with the Water Environment Federation (WEF) who build our school garden to update planting and cleaning. We will expand its resources that improves the economic standing of our student body by promoting the One Summer Chicago and After School Matters programs, CTE high school programming options, and hosting Career Week in which community leaders, job/ military services will attend. We will continue to utilize web based college and career planning tools for students.

In addition, the Case Manager will coordinate Transitional Plans for students with disabilities that provides post-secondary, community based instruction, job training and independent living skills. Transition plans include inviting relevant state and federal agencies to Transitional IEP meetings.

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Transition plans include inviting relevant state and federal agencies to Transitional IEP meetings.

## ESSA Targeted Assistance Program

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## Parent Involvement 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.**

Manierre/Ferguson CPC involve parents in the Parent Advisory Committee (PAC) and Local School Council (LSC) meetings on a monthly basis. Parents are informed about these meetings through notices sent home by students and posted in both buildings. Additionally, this information is shared on the school's website [www.manierreferguson.org](http://www.manierreferguson.org). Curriculum Night is hosted the third Thursday in September in the evening for parents. During the first quarter, the State of the School Address is presented by the principal. This is

where the process of school review and improvement are shared. The principal includes the district's vision, mission, and priorities are shared and coupled with the school's information.

**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**

An annual Title I Parent Advisory Council (PAC) meeting will be held on September 15, 2020. The Title I PAC Organizational Meeting will occur on September 29, 2020. The meetings will occur at 10:00 am. The future dates and times will be determined at the Organizational Meeting. The meeting dates will be posted on flyers and distributed to students, posted in both school buildings, emailed to parents, and posted on our school's website.

**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.**

Manierre/Ferguson CPC will respond to parent requests during regularly scheduled meetings such as the PAC meeting or if individual meetings are needed, principal will grant requests through School Administration Management (SAM) calendar. Principal will host "Coffee Sip with the Principal" on a monthly basis.

**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.**

Manierre/Ferguson CPC will provide parents with information on State assessment data such as: ESI-R and the Illinois Assessment of Readiness (IAR) during the State of the School Address. Also, this information will be provided during Parent-Teacher Conference days.

**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.**

The principal will disseminate information about teachers who are not "highly qualified" as soon as this information becomes available for 4 consecutive weeks.

**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 State of the School address, parents will be informed about the state's academic content and academic standards, and assessments. Additionally, parent meetings will be planned to discuss in greater detail the usage of Parent Portal, IEP Report Cards, mClass Parent Reports, NWEA Reports, Parent University, IAR, testing accommodations and modifications, and how to track and monitor progress.

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

The Remote Learning phase has assisted parents in understanding content standards and how to work with their children. Additionally, we are planning virtual parent workshops and meetings. Future plans include community organizations and partnerships who will facilitate trainings on how to improve student achievement. We will continue to provide parents with monthly calendars of upcoming activities/events.

**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.**

Members of the Senior Leadership Team and the Instructional Leadership Team will inform and continue to communicate with teachers scientifically researched-based strategies to strengthen relationships with parents and encourage higher levels of parent engagement. We will continue to offer Social Emotional Learning workshops. Additionally, DePaul Counseling and mental health services will provide trainings on maintaining positive relationships with parents.

**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.**

Manierre/Ferguson CPC sends out a monthly calendar which outlines all additional resources and activities which include: How to Help Your Children at Home, Establishing Home Libraries, Literacy Workshops with University of Chicago, Monthly University of Illinois Nutritional Workshops, Book Sharing, Importance of Homework, Child Development, Personal Development, Financial Literacy, Math at Home, and Math Talks. Orientation is mandated the first month of school for all Pre-K parents. Pre-K teachers and Primary teachers participate in the Orientation. Additional resources are provided by the Parent Resource Teacher and School Community Representative.

**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.**

Manierre/Ferguson CPC will communicate pertinent information through flyers and other notices, monthly calendars, newsletters, website, social media, email blasts, and phone calls. These materials are sent out in other languages as needed.

### **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.)**

George Manierre Elementary School/Ferguson CPC will be a school in which there is respect. Our teachers and staff will be understanding of our children's needs. Our engagement with families will forge a strong connection between home and school. Curriculum will consist of rigorous, relevant, high quality programs to fulfill students' goals and potential for success in college, career, and life. In addition to core academics, we will have conflict resolution services that include problem-solving, restorative justice, and promoting harmony in classrooms and school-wide. Manierre and Ferguson CPC's students will be lifelong learners who contribute positively to the global society.

**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.**

Manierre/Ferguson CPC will hold parent-teacher conferences during the first and third quarter each year. The dates are as follows: November 18, 2020 and April 21, 2021.

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

Progress Reports distribution occur during the 5th, 15th, 25th, and 35th weeks of school. Teachers will complete failure notices and complete parent meeting notices of students who are in danger of failing. During the meeting with parents, a remediation plan will be completed detailing action steps, who is responsible, deadlines, and progress monitoring.

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

Manierre/Ferguson CPC provides parents access to staff during preparation periods and scheduled appointments. Teachers will schedule time with parents when they can be contacted outside of school hours. Also, they will prioritize their schedules to accommodate meetings.

**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.**



Upon completion and approval of the Volunteer Process via Civicore, staff will make volunteering opportunities available to parents. Parents are expected to adhere to CPS's volunteer policy and procedures. The Parent Resource Teacher assists parents with completing applications and the approval process. Flyers will be distributed at their residences. Parents are also encouraged to attend field trips with approval.

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

Parents will continue to support their children with Remote Learning. Additionally, parents will support their children by signing up for Parent Portal and ClassDoJo (a school-wide academic and behavior monitoring program). Parents receive constant updates about attendance via phone calls, letters, and parent conferences with the Senior Leadership Team. Parents are provided with edtech tools that their children are currently using in school that can be utilized remotely.

**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 decisions relating to their children's education in the following platforms: Curriculum Night, Literacy Night, Parent-Teacher Conferences, attendance at school-wide assemblies, parent workshops, Parent Night, and Parent University with Network 4 schools, the State of Manierre Address, LSC and PAC meetings. Parents will be invited to Coffee Sip with the Principal (monthly). The State of Manierre Address will be coupled with parent engagement activities.

**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 grades 1-8 will access Student Portal for grades and attendance. Also, students will be able to access Class DoJo to monitor their behavior. They will set personal academic and SEL goals and strategies, weekly. Students have the ability to sign up for after-school tutoring at Manierre or through external partners. Greater autonomy will be achieved by choosing academic centers that will help them meet their 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.**

Manierre/Ferguson CPC's goal is to develop systems and structures that will lead to an increase in parental involvement and engagement. The school has adopted the term Parents are Very Important Partners (VIPs) in education. Tracking the number of parents involved in the beginning of the year compared to the number of parents involved at the conclusion of the year will be a metric we will use to evaluate the effectiveness of the systems put in place. A monthly calendar of events is distributed to students which include the menu of workshops on a daily basis. The topics include child development, parenting and school involvement, personal development and self-esteem, language, literacy, math and science, consumer financial literacy, educational home arts and crafts, cooking/nutrition, career, education, professional development, field experiences, health, safety and nutrition, continuing education, community colleges, and community resources.

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

**Account(s)**

**Description**

**Allocation**

<p><b>51130, 52130</b></p>	<p><b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.</p>	<p>\$280.00</p>
<p><b>53405</b></p>	<p><b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.</p>	<p>\$800.00</p>
<p><b>53205</b></p>	<p><b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	<p>\$540.00</p>
<p><b>54125</b></p>	<p><b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)</p>	<p>\$0.00</p>
<p><b>54505</b></p>	<p><b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.</p>	<p>\$0.00</p>
<p><b>54205</b></p>	<p><b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.</p>	<p>\$0.00</p>
<p><b>54565</b></p>	<p><b>Reimbursements</b> 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.</p>	<p>\$0.00</p>
<p><b>53510</b></p>	<p><b>Postage</b> Must be used for parent and family engagement programs only.</p>	<p>\$0.00</p>
<p><b>53306</b></p>	<p><b>Software</b> Must be educational and for parent use only.</p>	<p>\$0.00</p>
<p><b>55005</b></p>	<p><b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.</p>	<p>\$0.00</p>

