



2016-2018 plan summary

Team

Name	Role	Email	Access
Senalda Grady	Principal	srgady@cps.edu	Has access
Keesiya Robertson	Diverse Learning Teacher	klrobertson1@cps.edu	Has access
Jamie Brewton	Teacher	jbrewton@cps.edu	Has access
Lori Matthews	Teacher	lamatthews@cps.edu	Has access
Lynette Young	Teacher	ldyoung@cps.edu	Has access
Stacie Bell	Librarian	sbell2@cps.edu	Has access
Wendy Sears	Diverse Learning Teacher	wvriedel@cps.edu	Has access
Kimberly Rosa	Teacher	kprosa@cps.edu	Has access

Team meetings

Date	Participants	Topic
04/12/2016	ILT Team Members	SEF
04/14/2016	ILT Team Members	SEF
04/15/2016	ILT Team Members	SEF
04/26/2016	ILT Team Members	SEF
04/28/2016	ILT Team Members	SEF
05/10/2016	ILT Team Members	SEF
05/12/2016	ILT Team Members	Strategies & Priorities

05/13/2016	ILT Team Members	Strategies & Priorities
05/15/2016	ILT Team Members	Strategies & Priorities, Fund Compliance, Parent Plan
05/16/2016	ILT Team Members	Strategies & Priorities, Fund Compliance, Parent Plan
06/20/2016	ILT Team Members	Priorities & Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

Leadership & Collective Responsibility

The school's mission statement is posted on banners in both buildings for all staff, students, parents, and community stakeholders to view as they enter our buildings. The mission statement is communicated to the school community during the State of Address parent meeting in September. In addition we share our school's mission via the school's website, Facebook account and monthly newsletters. Parents may also access our mission on the CPS school directory. In accordance to the 2015 5 Essentials Report, 100% of the staff agreed that there was a clear vision communicated.

The data from the 2015 My Voice, My School Survey was communicated with all parents at the State of Address meeting. Due to the low parent participation in completing the My Voice, My School Survey, we received a neutral rating on our report. It was communicated to parents how their opinions in our school's educational programs was essential to helping maintain student success and increase student growth. Based on the 2014-15 My School, My Voice Survey, the entire staff did an analysis of all questions that were asked in order to receive clarification of what the questions were asking. This was done to assist in the completion of the survey for the 2015-16 school year.

Effective Leaders- Based on 2015 5 Essentials data, we had 51% of teacher ratings for program coherence. Because of this neutral feedback a decision was made by the ILT and staff to focus on implementing the current instructional programs we have and additional training was provided for all teachers to implement the Literacy and Math programs effectively. The trainings were needed to ensure teachers were provided the correct tools to implement the programs with fidelity and be able to meet the needs of all students.

Teachers met with the principal and developed classroom goals based on the 2014-15 NWEA and TRC/Dibels Spring data. Teachers also set goals with their students based on their Spring 2015 and Fall Boy data and this was communicated to all parents. Based on the 5 Essentials survey teachers felt strong about their collaborative practices. For the current school year, the principal developed a schedule that allowed all teachers to observe their colleagues during one of the Literacy or Math instructional blocks and they had an opportunity to dialogue with each other and offer suggestions to enhance the best teaching practices. Teachers also participated in cross-curriculum dialogues which would allow them to gain insight on what is needed to prepare the students for the next grade level. All teachers have 4 common prep periods each week in which they are allowed to collaborate on planning, discuss student data, and exchange ideas on the types of interventions that are needed for Tier 2 and Tier 3 students.

Growing and Developing Professionally - All staff were provided an opportunity to participate in various Network 12 meetings throughout the school year to obtain strategies that will help increase student productivity. Participating teachers reported out to all staff members on PD days and in grade level meetings the resources they received from the meetings. Four teachers attended the Understanding by Design workshops to learn about the backwards design model that will be implemented during the 2016-17 school year. This workshop will help teachers develop effective lesson plans that will meet the needs of all students.

Paraprofessionals also attended workshops during the year in the areas of social and emotional learning and academic enhancement.

Demonstrating Professionalism - Teachers are consistently displaying professionalism as they communicate and interact with all parents, staff, students, and administration. This may be seen through the use of phone/parent contact logs, anecdotal records, parent/teacher conferences, and during other events that occur during the school year.

The following data was used to create our CIWP priority areas and school strategies: Increase teacher capacity to deliver high quality Literacy instruction through the use of differentiated small groups to enhance student achievement as measured by schoolwide, network, and district assessments. We have 19.5% of our 1st through 6th grade students receiving a D or F in Literacy according to the gradebook portal. 54% of Pirie's 3rd-6th grade students are off track according to the Dashboard data. Increase teacher capacity to deliver high quality Math instruction through the use of differentiated small groups to enhance student achievement as measured by schoolwide, network, and district assessments. We have 21.3% of our 1st through 6th grade students receiving a D or F in Math according to the gradebook portal. 54% of Pirie's 3rd-6th grade students are off track according to the Dashboard data. Build teacher capacity to implement the NGSS through developing an understanding of the NGSS while integrating Science standards with informational text. We have 19.5% of our 1st through 6th grade students receiving a D or F in Science according to the gradebook portal. 54% of Pirie's 3rd-6th grade students are off track according to the Dashboard data.

Pirie School will create a positive attendance culture in grades PK-6th through the use of incentive programs and regular communications with parents to improve the student attendance rate to 95% or better. Pirie's attendance rate increased to 94.5 which is a .2% increase from the last two years. We have several early dismissals and unexcused absences. We had a 2% decrease in our attendance rate during the Winter months. These factors contributed to the below 95% attendance target. Increase the integration of fine and performing arts in all core subject areas as well as expose students to weekly Art and Music instruction. We are a fine and performing arts school and we would like to provide all students with opportunities to participate in various fine arts activities throughout the school year. We must incorporate an additional 120 minutes per week for the arts for all students. Pirie Staff will foster a schoolwide culture to improve classroom behavior, motivate students to put forth their best efforts, and increase academic engagement. By targeting students who are at risk of being off track, we will be able to provide MTSS support which will lead to a 5% decrease in the number of misconduct referrals. We have 29 students who are listed as risk factors for discipline according to the Dashboard data.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.

- Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 **3** 4

One of the goals for the ILT team was to focus on student data to inform and make recommendations for school improvement. All meetings have a clear focus and sufficient time for meaningful discussions and problem solving strategies are included. The team uses protocols and data appropriately and asks probing questions. This may include asking if the milestones are being addressed, implemented, and their effectiveness. The ILT team meetings are held twice a month following a schedule that was developed at the beginning of the school year. The ILT team meetings are scheduled for a two hour block time after school. Agendas are distributed to the team before the meeting so that everyone is aware of the goals that would be addressed during the meetings. Based on last year's ILT feedback from the network observation, an improvement was needed in using data to drive instruction and make decisions for improvement and this year we have improved in that area. The ILT team analyzes data from multiple sources such as Gradebook, classroom assessments, district and state assessments, and from Dashboard. The ILT monitors gradebook and student work to evaluate if the assignments and assessments are aligned to the CCSS and to monitor if teachers are providing reteaching opportunities for students. Based on the 2014-15 Dashboard data, approximately 20% of our students receiving a D or F in Reading and/or Math. For this school year, the ILT's focus was to increase the monitoring of gradebooks each quarter. After gradebook audits conducted by the ILT, 76% of the classrooms were consistent in grading for Literacy and 69% were consistent in grading for Math by the end of the first semester. The team also analyzed the student work to evaluate the alignment of the task to the CCSS. Based on the findings, 100% of the teachers created Math assessments that were aligned to the CCSS and 93% of the teachers created Literacy Math assessments that were aligned to the CCSS. Our data also showed that the rigor was not evident in more than 50% of the classrooms. After reviewing the findings and making some suggestions for improvement, the information was shared with all teachers during grade level meetings. After each ILT meeting, action items are developed and a follow up is done at the next meetings.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

1 2 **3** 4

The ILT team analyzed the 2015-16 data in September and developed a Professional Development plan for the year. The ILT team developed the plan to focus on Small Group Instruction and the Gradual Release Model. The plan included suggested professional development workshops that teachers could attend during the school year. The plan also provided opportunities for teachers to lead PD workshops during grade level meetings. The professional learning community analyzes the data from NWEA, TRC/DIBELS, mClass Math, and the REACH observations to develop a school professional learning plan. Based on our Spring 2015 assessment data, and our internal and Network 12 learning round data, our ILT team along with collaboration from their colleagues suggested that we focus on small groups and the instructional pacing of lessons to include the gradual release model. Our gradebook data from the 2015 school year showed that we had between 19 & 21% of our students receiving a D or F in Literacy, Math, & Science. We also had 54% of our students off track for -6th Grade. Data from our learning rounds showed that we had less than 85% of our classroom teachers utilizing small group lessons that addressed the deficit areas needed to meet the attainment and growth measures on the NWEA assessments. At the beginning of the 2015-16 school year, all teachers participated in a PD session focused on small group instruction and 100% of the teachers are utilizing small group instruction to address the Literacy and Math deficits of the students in need. All teachers participated in the Network 12 PD which addressed the guidelines for the Gradual Release Model. For 2015-16, the results from our first internal learning round showed that we had 83% of the teachers following the Math instructional block in Grades 2nd-6th grade which included the Gradual Release Model and after the 2nd internal learning round our data showed that we saw the Literacy Instructional block being implemented which included the gradual release model in all Kdg.-2nd grade classrooms and 2 out of 5 classroom utilized small group lessons that addressed the deficits. After the CPS Grading Policy was implemented this school year, by the end of the first semester, we reduced the number of students off track in 3rd-6th by 4%. Based on the 5 Essentials survey teachers felt strong about their collaborative practices. For the current school year, the principal developed a schedule that allowed all teachers to observe their colleagues during one of the Literacy or Math instructional blocks and they had an opportunity to dialogue with each other and offer suggestions to enhance the best teaching practices. Teachers also participated in cross-curriculum dialogues which would allow them to gain insight on what is needed to prepare the students for the next grade level. All teachers have 4 common prep periods each week in which they are allowed to collaborate on planning, discuss student data, and exchange ideas on the types of interventions that are needed for Tier 2 and Tier 3 students. Based on the 2014-15 SQRP data, our school rating improved from a Level 2+ to a Level 1 status. Our data showed that we had an increase in the percentage of students meeting their attainment goals and the percentage of students meeting their growth targets decreased. Based on the REACH end of the year data from 2014-15 Domains 4A-4E, we did not have any teachers receiving an Unsatisfactory Rating. 100% of the teachers were observed and evaluated along with receiving feedback by the required date for the 2015-16 school year. The principal provides feedback and support to all teachers and PSRP staff whenever needed. It has been difficult to conduct frequent check in visits during the 2015-16 school year.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 **3** 4

The PPC team of teachers and the principal met at the end of the 2014-15 school year to develop the bell schedule and full school day schedule that would maximize instructional time to include a 120 minute Literacy block for all grade levels and a 90 minute Math block for Kdg.-5th and a 70 minute Math block for 6th Grade. The budget allocations for the 2015-16 school year have been aligned with the CIWP to provide support and resources for Literacy, Math, Science, Fine Arts, Attendance, and Social and Emotional Learning. Each PD agenda includes the CIWP Priorities. The Go Math program was purchased to enhance student achievement in the area of Math and technology programs were purchased to provide additional intervention lessons for all students to use at school and at home to address the Reading and Math deficits. Based on mid year data we have seen improvement in the areas of Reading and Math for student Growth and some students have met their attainment goals. The librarian received a technology grant to enhance student achievement in all academic programs. The technology programs are enabling students to become more efficient and comfortable with various computer platforms which are needed to complete classroom projects, district, and state assessments. 100% of the teachers are integrating technology into their daily lessons by providing times for students to work on the chrome books during their instructional blocks. Supplemental funding was used to close any priority group achievement gaps by providing before and after school tutoring programs for students at risk of failing and students in 3rd-6th grade who were off track based on the 1st quarter grades for this year. Funding was also used to support students in the STLS program and we received \$5,000 from the Target corporation which was used to enhance our Attendance Program. The attendance incentives that we are providing for the students each quarter have helped our school to maintain a 94% attendance rate so far for this year and our goal for the end of the year is 95%. The Compass Learning program is aligned with the CCSS and it provides interventions for students to enhance their achievement in Reading and Math. We cannot fully evaluate the effectiveness of the program until we receive our end of the year data from TRC/Dibels, mClass Math, NWEA, and PARRC assessments. Members from the ILT team participate in the Job Fair events with administration to select highly qualified teachers to join the staff. Candidates participate in a multi step interview process which includes meeting with administration, LSC members, classroom teachers, and members of the ILT team. Candidates are required to complete a questionnaire and give a classroom lesson demonstration. Administration also inquires about the previous performance from other schools where they were hired. All candidates submit resumes and resumes are reviewed before calling in candidates for an interview. New teachers have mentors assigned to them to provide support whenever needed. The New Teachers center is also utilized for first year teachers. Teachers have been strategically assigned to grade and content areas to create a balanced team with a variety of strengths. The Related Service Providers are effectively utilized by providing integrated services in the classrooms for all students. The Related Service Providers also provide support for classroom teachers, parents, administration, and PSRP staff when needed. Various strategies are used to retain teachers such as weekly recognition, staff awards for attendance, student growth and attainment, and for teacher appreciation week. Funds are set aside for all teachers to attend professional development workshops of their choice outside of the school which is aligned to the academic focus of the school. Teachers are encouraged and supported when continuing their education. Administration ensures that the cleanliness and the maintenance of the school building is up to par so that all staff members are comfortable in their work environment. Funds were used to purchase a new security system to ensure the safety of all staff and students. During the past three years, we have had an 8% turnover rate due to various reasons such as retirement, relocation, or promotion. The principal meets with the Pastor of St. Mark United Methodist Church to discuss needs of the school for the year. The retired teachers from the church provide tutoring services for 2nd and 3rd grade students during the school year. The principal also meets with the Alderman from the 6th Ward to discuss school and community concerns. Seaway Bank and Trust partners with the school to introduce "money smart" to all students in Pre-K-6th Grade. The programs allows students to open their own bank accounts and manage their savings each month as well as teach 4th-6th grade students about the roles of being a banker in the community. We partner with the Musical Arts Institute and Urban Gateways and their programs share our mission and help support our Priority Goal #6 which addresses the integration of Fine and Performing Arts. All of these programs have increased student participation in the fine arts after school programs which address mural painting, choir, and drum line. Pre-K- 2nd Grade students participate in an African Drumming program each week. At the end of the programs, students and parents are given a survey to evaluate the effectiveness of the programs. The surveys are used to develop the CIWP plan for the next year.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

Based on the Five Essential data, Pirie received a 72 on Ambitious Instruction. This essential reveals that Academic press is rated very strong. English Instruction and math instruction is strong and quality of student discussion is neutral. Pirie implements the Common Core Standards through the use of the Network 12 Curriculum map. The lesson plans for all teachers are aligned to the scope and sequence of the CCSS and they are aligned to the Network 12 curriculum map. In addition to the Curriculum map, intermediate grades utilize the heat maps and the NWEA learning continuum is used to ensure alignment to task and text complexity. Starting the second semester of the school year, second grade begins to follow the heat maps and the learning continuum. Instructional time blocks are followed by every teacher to assure core subjects are adequately addressed in the allotted time required. Teachers are required to input grades weekly in alignment with the curriculum map. Gradebooks are monitored by administration and the ILT team to ensure students are being assessed according to the CCSS and gradebook policy. GO Math is a math curriculum that is used by all of the teachers. This curriculum is aligned to the common core standards and provides rigorous instruction. In addition to the GO Math curriculum, 3rd & 5th grade teachers also use Engage New York to boost rigor. Supplemental materials are tailored to meet the needs of students in all grade levels and are evident through weekly submissions of assessments and classwork. As it relates to Literacy and writing, teachers implement an array of common core standard texts that provide grade appropriate levels of text complexity. Primary grades utilize LLI, which is a research based intervention tool that promotes greater depth learning. Interactive Science is the curriculum that is available to all teachers. Teachers have access to the Knowledge center as well as other outside resources to reflect the Social Studies curriculum. The Five Essential data reveals that Pirie received a neutral rating in the category of effective leaders. Pirie's performance on collaborative teachers within the five essential data discloses a score of neutral. The curriculum for social emotional learning is implemented through the CHAMPS program. Teachers are trained and provided with instructional materials to support social emotional learning.

According to the CPS Framework for teaching for 2016, the ratings for 1A-revealed the following: Unsatisfactory 0%, Basic 6%, Proficient & Distinguished 94%, 1B: Unsatisfactory 0%, Basic 6% Proficient & Distinguished 94%, 1c: Unsatisfactory 0%, Basic 6%, Proficient & Distinguished 94%, 1d: Unsatisfactory 0%, Basic 11%, Proficient & Distinguished 89%, 1E: Unsatisfactory 0%, Basic 17%, Proficient & Distinguished 83%.

2015 SQRP data reveals the growth of Pirie students in Reading on NWEA MAP was better than 89% of schools nationally and on Math NWEA MAP their scores were better than 64% of schools nationally. The data reveals the following about Reading attainment: 41% better than school nationally for 2nd grade and 52% better than schools nationally for 3rd-8th grade. The data also reveals the following about Math attainment: 26% better than schools nationally for 2nd grade and 31% better than schools nationally for 3rd-8th grade.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Score

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

1 2 3 4

Based on 19.5% of our 1st through 6th grade students receiving a D or F in Literacy and 21.3% of our students receiving a D or F in Math, according to the gradebook and dashboard data each grade level or course team has a set of instructional materials that are aligned to the CCSS. Instructional materials are supportive of diverse learners as well as varying language proficiency levels of ELLs (including native language and bilingual supports) Evidence of instructional materials (including technology) are... Odyssey Compass Learning(K-6), Chromebooks / PC's (Grades K-6), Reading Eggs (K-1), Go Math (K-6), Sadlier - Common Core Progress (Grades 1-6), Scholastic News (K – 6th), Social Studies Weekly (Kt – 6th), Super Science (1st – 6th), Readworks.org (Kt – 6th). Multimedia tools are included as follows: Promethean Boards, Elmos and projectors, desktop computers, IPAD's, headphones and copiers. Based on classroom observations and evidence from learning rounds, some of the instructional materials were not used with fidelity in all grade levels.

Guide for Instructional Materials

Instructional materials (including technology) are.....

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1 2 3 4

Pirie strives and provides students with an atmosphere for learning through our theme of "Champions." Students are reminded of their accomplishments and goals through the data boards present throughout the school; within and out of the classroom. Students began the school year with a State of Address that conveyed the message of Champions. The principal expressed our current data and the expected levels of growth to the students and their families. To ensure the importance of daily attendance and participation, the principal has implemented an Attendance challenge. Students attendance is tracked and conveyed to students on a weekly basis. In addition, each class displays attendance boards in compliance with the Network Attendance requirements. Teachers also display students' work that express high-quality work within the classroom. Each teacher follows the Curriculum Map that is in alignment to the CCSS in order to expose students to a multitude of texts and tasks. The lesson plans submitted weekly reflects the integration of multiple standards. Accountable math talks, whole and small group lessons are executed on a daily basis to ensure student learning is taking place. The gradual release model conducted during reading and math instructional blocks ensures student-to-student discourse, teacher-to-student discourse, and opportunities to engage students in productive struggle. Through student choice, children are given opportunities to produce self-selected activities that depict their understanding of the current standards. The ILT team conducts bi-monthly learning rounds to ensure teachers are implementing rigorous tasks that promote student's learning. The data collected from the learning rounds are then reviewed. The action items retrieved from the data are monitored through Gradebook audits, Reach observations, lesson plans, curriculum map, and small-group templates. Five Essentials data reveals that classrooms are challenging and engaging.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.

- Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

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

Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is implementing an intentional plan to build and maintain a college-going culture. 4th – 6th grade students have opportunities for authentic leadership and student voice.

Examples of College / Career Ready Actions are; Selection of various colleges including HBCU's and Universities to research / display within the school building (PreK – 6th), Tracking of Testing Data (NWEA, TRC, Dibels), Student Council – (4th – 6th)involving weekly meetings, LSC participation, elections, planning schoolwide activities and fund-raisers., After School College Club, 5-6th graders utilize Cornell notes to build better study habits,Field trip to high schools by 4 -6 th graders, Parents were given examples of how student progress in elementary schools projects future ACT scores and college selections at the State of the School Address given September (2015), 6th graders participate in an annual shadow day in which they are exposed to the 7th grade daily activities / curriculum.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.

- Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

The ILT has begun evaluating student learning tasks and assessments for evidence of rigor, CCSS alignment as well as alignment to Curriculum Maps for all content areas and grade levels.

In Math class during an internal learning round for 3rd-6th Grade conducted by ILT data reveals alignment of learning objectives to CCSS were 100% evident, mathematical language used was 100% evident, student discourse within small group instruction was 57% evident and differentiated task were 57% evident.

SQRP data reveals the growth of Pirie students in Reading on NWEA MAP was better than 89% of schools nationally and on Math NWEA MAP their scores were better than 64% of schools nationally. The data reveals the following about Reading attainment: 41% better than school nationally for 2nd grade and 52% better than schools nationally for 3rd-8th grade. The data also reveals the following about Math attainment: 26% better than schools nationally for 2nd grade and 31% better than schools nationally for 3rd-8th grade.

Grade book grades are compared to NWEA MOY results for 3rd-6th grades to determine if scores were correlated. In instances where there were discrepancies, a root cause analysis was attempted by the ILT with a specific focus on the alignment of the CCSS to the task, grades, and lesson plans.

Principal has engaged staff in professional development to address small group instruction as well as levels of questioning. The principal has provided multiple resources to increase accountable talks with in the classroom and has asked for teachers to add open ended questions within lesson plans. The ratings for 3b- Using Questioning and Discussion Techniques reveal the following: 0% Unsatisfactory; 44% Basic; 56% Proficient; 0% Distinguished. Student discourse is taking place in most classrooms when the teachers facilitate the discussion, however, based on our data, and improvement is needed in the component of 3B.

Five essentials data reveal that staff (95.2%) and students (97.5%) rated effective leaders at 51 out of 100 as well as supportive environment at 53 out of 100 which places the school in an overall rating of neutral for these categories. In the area of effective leadership the ratings in the sub-categories are as follows: Program coherence: 51-neutral, Teacher-Principal Trust: 46-neutral, Teacher Influence: 43: Neutral and Instructional Leadership: 64-strong. In the area of supportive environment the ratings in the sub-categories are as follows: Peer support for academic work: 56-neutral, Academic personalism: 77- strong, Safety: 27-weak, and Student-Teacher trust: 52-neutral. Five essentials data in the area of ambitious instruction reveal that staff and students rated this area at 72 out of 100 which places the school in an overall rating of strong in this category. The sub category ratings are as follows: English Instruction: 65-strong, Math Instruction: 70-strong, Academic Press: 99- Very Strong and Quality of Student Discussion: 53-neutral. The ratings for 3c- Students Engagement reveal the following: 0% Unsatisfactory; 28% Basic; 61% Proficient; 11% Distinguished.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

Ratings for 3e- Demonstrating Flexibility and Responsiveness reveal the following: 0% Unsatisfactory, 6% Basic, 72% Proficient, 22% Distinguished. This data states that most of Pirie's staff accepts responsibilities for student learning and persists in seeking approaches for all students. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments to instruction.

Dashboard's on-track data for Week 30 reveals that 49% of the students are on-track compared to 45% of students on track in Week 30 of 2015. On track data is pulled every 5 weeks and discussed either in ILT meetings or in grade level meetings. Pirie's at-risk interventions are as follows: 2 students at risk for attendance, academic and misconduct, 19 students at risk for attendance and academics, 2 students at risk for attendance and misconducts, 36 students at risk for attendance only, 24 student at risk for academics only, and 5 students at risk for misconducts. All students that were identified as off track received the following supports: Attendance- incentive for improving overall rate and Grades- before/after school math & literacy programs.

The students that were identified as needing a PLP a plan was created for each student identified as being retained in 3rd or 6th grade or prompted with supports. Each member of the PLP team was in charge of implementing the plan as well as measuring the effectiveness at the end of 5 weeks. If the interventions were effective they were continued, if the interventions were not successful they were revised according to the need of the student. Two of the students required additional supports and the referral process was completed by the Related Service Providers. The entire PLP process is monitored by the counselor/case manager who has received 100% compliance. All PLP plans have been communicated with parents by the PLP team.

According to Dashboard On Track Data, the current attendance is 95.29% and that is compared to our rate in 2015 of 94.5%. The attendance years to date ranges are as follows: 19 students have less than 89%, 8 students have a range of 89% to 92%, 35 students have 92% to 95%, 55 students have a range of 95% to 98% and 63 students have greater than 98%. The increase in student attendance is directly correlated to the aforementioned data.

Course success rates according to Dashboard states that the 2015-2016, Week 30 percentage of grade distribution by core subject are as follows: ELA- Less than 10% have F's, 10% have D's, 33% have C's, 31% have B's and 23% have A's, Math- Less than 14% have F's, 14% have D's, 32% have C's, 32% have B's and 15% have A's, Science- 9% have F's, 16% have D's, 28% have C's, 25% have B's and 22% have A's and Social Science- 13% have F's, 15% have D's, 35% have C's, 25% have B's and 12% have A's.

SQRP data reveals the growth of Pirie students in Reading on NWEA MAP was better than 89% of schools nationally and on Math NWEA MAP their scores were better than 64% of schools nationally. The data reveals the following about Reading attainment: 41% better than school nationally for 2nd grade and 52% better than schools nationally for 3rd-8th grade. The data also reveals the following about Math attainment: 26% better than schools nationally for 2nd grade and 31% better than schools nationally for 3rd-8th grade.

Five essentials data reveal that staff (95.2%) and students (97.5%) rated collaborative teachers at 52 out of 100 as well as supportive environment at 53 out of 100 which places the school in an overall rating of neutral for these categories. In the area of collaborative teachers the ratings in the sub-categories are as follows: Collaborative practices: 60-strong, Collective responsibility: 54-neutral, quality professional development: 51-neutral, school commitment: 41-neutral and teacher-teacher trust: 55: neutral. In the area of supportive environment the ratings in the sub-categories are as follows: Peer support for academic work: 56-neutral, Academic personalism: 77- strong, Safety: 27-weak, and Student-Teacher trust: 52-neutral. Five essentials data in the area of ambitious instruction reveal that staff and students rated this area at 72 out of 100 which places the school in an overall rating of strong in this category. The sub category ratings are as follows: English Instruction: 65-strong, Math Instruction: 70-strong, Academic Press: 99- Very Strong and Quality of Student Discussion: 53-neutral. The ratings for 3c- Students Engagement reveal the following: 0% Unsatisfactory; 28% Basic; 61% Proficient; 11% Distinguished. After school Reading and/or Math tutoring programs were offered for students who were in the Tier 2 range for Grades 1st-6th. We will evaluate student progress after we receive the EOY data from TRC/DIBELS and NWEA.

Guide for Multi-Tiered System of Support

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

- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

The ILT designed a process for evaluating teachers' ability to maintain accurate records through the use of Gradebook. Per the principal the Pirie grading policy is as follows: Three assessments must be entered for Reading and Math by Tuesday of each week. One homework, one class assignment and one formative/ summative assessment. The data reveals the following: Literacy- 76% of the teachers' grade books were in compliance with Pirie's grading policy and 69% of the teachers' grade books were in compliance with the policy. The above information was conveyed to each teacher in grade level meeting and all of the teachers had the opportunity to reflect on their teaching practice.

Teachers evaluate student learning tasks and assessments each week when planning the next week's lesson plans. The lesson plans are adjusted as needed. The ratings for 3d- Using Assessment in Instruction reveal the following: 0% Unsatisfactory; 0% Basic; 94% Proficient; 0% Distinguished. The plans are designed to meet the end of the year goal for each grade band. Within the lesson plans teachers explicitly state what the formative and summative assessments will be for that week. The teachers also provide a copy of the formative and summative assessment to the principal. The ratings for 1e- Designing Student Assessment reveal the following: 0% Unsatisfactory; 19% Basic; 56% Proficient; 25% Distinguished.

Also, within the lesson plans teachers include small group plans/ activities based on their students' deficit area according to their current NWEA scores. Teachers select their own assessments unless otherwise specified by Principal or the Network. When teachers create their own assessments it will be noted within the weekly plan.

Course success rates according to Dashboard states that the 2015-2016, Week 30 percentage of grade distribution by core subject are as follows: ELA- Less than 10% have F's, 10% have D's, 33% have C's, 31% have B's and 23% have A's, Math- Less than 14% have F's, 14% have D's, 32% have C's, 32% have B's and 15% have A's, Science- 9% have F's, 16% have D's, 28% have C's, 25% have B's and 22% have A's and Social Science- 13% have F's, 15% have D's, 35% have C's, 25% have B's and 12% have A's.

SQRP data reveals the growth of Pirie students in Reading on NWEA MAP was better than 89% of schools nationally and on Math NWEA MAP their scores were better than 64% of schools nationally. The data reveals the following about Reading attainment: 41% better than school nationally for 2nd grade and 52% better than schools nationally for 3rd-8th grade. The data also reveals the following about Math attainment: 26% better than schools nationally for 2nd grade and 31% better than schools nationally for 3rd-8th grade.

During a grade level team meeting each grade band designed their own small group curriculum map using the NWEA/TRC/DIBELS and mClass data from MOY. The data was used to determine how many students had already met or exceeded their attainment and growth. That information was then used to create effective small groups according to the student's deficits in order to meet the end of the year goals set forth by the Network.

Five essentials data in the area of ambitious instruction reveal that staff and students rated this area at 72 out of 100 which places the school in an overall rating of strong in this category. The sub category ratings are as follows: English Instruction: 65-strong, Math Instruction: 70-strong, Academic Press: 99- Very Strong and Quality of Student Discussion: 53-neutral. The ratings for 3c- Students Engagement reveal the following: 0% Unsatisfactory; 28% Basic; 61% Proficient; 11% Distinguished. All teachers utilize the curriculum maps and follow the CCSS standards when planning lessons to ensure the scope and sequence for each grade level is addressed and preparing students for college and career readiness. All teachers met with the principal in a one on one meeting to develop growth and attainment goals using the NWEA/TRC Data.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS* and *Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)**
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.

- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

According to the 2015 5 Essentials, Pirie has a Strong Performance rating for Ambitious Instruction, which is an increase over our 2014 rating of Neutral. Pirie ranked Very Strong for Academic Press with a score of 99, an increase over our 2014 score of 79. According to the 2015 5 Essentials, Pirie has a Neutral rating for Supportive Environment. Our strongest rating was in Academic Personalism with a score of 77. Our lowest rating was in safety with a score of 27.

We have developed a theme of "Champions" this year which has highlighted our focus on strong academic outcomes and positive behavior. Each month we celebrate two students from each classroom who have shown positive behavior for the month. Their pictures are taken and displayed on the bulletin board in the hallway. Student incentives are utilized to promote positive behavior within the school setting. We celebrate our academic accomplishments with a year-end dance. All teachers discuss and set academic goals and measures with their students at the beginning of the year and tracks their progress throughout the year. Teachers utilize data boards showing student progress on NWEA and similar assessments.

Based on Reach Observations, the importance of learning and students showing persistence in their learning has not been consistently evident in all classrooms. For 2B: Establishing a Culture for Learning we had 0% rated Unsatisfactory, 6% Basic, 94% Proficient, and 0% Distinguished. All teachers encourage students to practice what they have learned and students have been observed checking each other's work or self reflecting on their learning. Some teachers have been observed articulating how student learning is related to real life applications. All teachers have been observed providing feedback to students when they are working on the various tasks. Students also have opportunities to give each other feedback on their work or on the responses they have given when questions were posed by the teacher. The Related Service Providers offer integrated services and support for all students, teachers, and parents when needed to improve the social and emotional learning for all students as well as to assist students academically.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 2 3 4

Relational Trust

The Principal develops a personal relationship with all students, beginning with Pre-K. The ENCORE team introduces themselves at the beginning of the year to all classes, even if they don't see the class first quarter, so all students are familiar with the adults in the building.

The Principal and Security Officer serve as mentors and provide check-ins with the Pre-K classes. Mr. Moore provides after school mentoring in through the Boys to Men program for grades K-6. We celebrate our students' African American culture both during Black History Month activities and integrated in the curriculum throughout the year. All teachers participate in creating an environment of warmth and caring to ensure that students are emotionally nurtured throughout the year. The CHAMPS strategies are utilized by 100% of the staff.

Teachers are encouraged to attend professional development sessions and bring information back to other teachers to improve everyone's practice. All grade level teams have common planning times to encourage collaboration. We hold weekly grade level meetings to discuss data, policies, and expectations of Pirie. The Art and Music teacher collaborate with all grade levels to facilitate assemblies during the year and meet each semester with all grade levels to integrate the Fine Arts into the curriculum.

These actions are based on Five Essentials data which represents Pirie as Neutral in both Supportive Environment and Collaborative Teachers. According to the 2015 Five Essentials, Pirie has a Neutral rating for Supportive Environment, with a score of 53. The sub category ratings are as follows: Peer Support for Academic Work: 56-neutral, Academic Personalism: 77-strong, Safety: 27-weak, and Student-Teacher Trust 52-neutral. Further according to the 2015 Five Essentials Data, Pirie has a Neutral rating for Collaborative Teachers, with a score of 52, below the CPS average of 62. The sub category ratings are as follows: Collaborative Practices: 60-strong, Collective Responsibility: 54-neutral, Quality Professional Development: 51-neutral, School Commitment: 41-neutral, Teacher-Teacher Trust: 55-neutral.

Currently, in the CPS Framework for Teaching, Domain 1b, Knowledge of Students, 94% of Pirie teachers were rated as Proficient or Distinguished. For Domain 2a, Creating an Environment of Respect and Rapport, 100% of Pirie teachers were rated as Proficient and Distinguished.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Pirie provides early and ongoing exposure to a wide variety of extracurricular activities through the After School All Stars grant program. During the 2015-2016 school year, Pirie offered Boys to Men, Cheerleading, Chorus, College Club, Fitness Class, Googlepalooza, Harvest Joy, Health & Nutrition, Mural Painting, Pee Wee Cheerleading, Phonics Yoga, Pom Pom, Sports Camp, Student Council, and Green Screens. Further, Pirie offers academic classes to support struggling students achievement. Students are given an opportunity to select the activity that best matches their needs, talents, and interests. Based on our 2015-16 ASAS data, of the students enrolled in the ASAS programs, we have an 81% attendance rate. This year we were able to include Pre-K-2nd grade students in an Urban Gateways partnership which focused on African Drums.

Students provide input into school life through the Student Council, which has elected students from the 4th - 6th grade. Students may also have a voice in school improvement solutions by utilizing a suggestion box which is accessible to the entire school in the lunchroom. The Student Council has designed fundraisers to support Pirie and presented their ideas to the LSC for approval.

Pirie students are engaged in making positive contributions to the school and community. Students work with the Art teacher to design and paint murals to beautify the school hallways. Students are also engaged with the local community elected officials and decision makers. During October, all classes made posters asking for increased funding from our Springfield representatives. The 5th and 6th grade students also wrote letters and participated in a demonstration with other Network 12 schools and met with our local Alderman regarding funding issues.

In 2015, 97.5% of our 6th grade students completed the My School, My Voice Survey. According to the 2015 Five Essentials, Pirie has a Neutral rating for Supportive Environment, with a score of 53, equal to the CPS average. The sub category ratings are as follows: Peer Support for Academic Work: 56-neutral, Academic Personalism: 77-strong, Safety: 27-weak, and Student-Teacher Trust 52-neutral.

In the CPS Framework for Teaching, Domain 1b, Knowledge of Students, 94% of Pirie teachers were rated as Proficient or Distinguished. For Domain 2a, Creating an Environment of Respect and Rapport, 100% of Pirie teachers were rated as Proficient or Distinguished. As observed during REACH observations, 89% of our teachers were rated Proficient for 3C, Engaging Students in Learning.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

Pirie has established a Safety Plan which instructs students on proper procedures during emergency situations. We have performed drills to practice these policies. Staff has been trained on safety procedures and each teacher maintains a folder with instructions and procedures. Security cameras have been installed this year to assist with monitoring students and the school building and grounds.

Since we have begun the CHAMPS program, Pirie has established school wide procedures for maintaining order in the classrooms and common areas. All students are now familiar with Voice Levels and what is expected at each level. At the beginning of the year, the staff established which behaviors should be managed by the classroom teacher and which behaviors should be addressed by the administration. Each month, Pirie highlights students who have exhibited positive behavior by adding their picture to Pirie Champion board.

According to our 2015 5 Essentials data, our rating for Safety was considered Weak, with a score of 27. Under the section of Safety, 49% of students reported they felt Mostly Safe or Very Safe Outside around the school; 61% of students reported they felt Mostly Safe or Very Safe traveling between home and school; 54% of students reported they felt Mostly Safe or Very Safe in the bathrooms of the school; 71% of students reported they felt Mostly Safe or Very Safe in the hallways of the school; 85% of students reported they felt Mostly Safe or Very Safe in their classes.

For Domain 2a, Creating an Environment of Respect and Rapport, 39% of Pirie teachers were rated as Proficient and 56% were rated as Distinguished. For Domain 2c, Managing Classroom Procedures, 56% of Pirie teachers were rated as Proficient and 33% were rated as Distinguished. For Domain 2d, Managing Student Behavior, 44% of Pirie teachers were rated as Proficient and 50% were rated as Distinguished.

Our school passed all Health Inspections that have been conducted by CPS and Chicago Department of Health. The principal ensures that all custodians are properly trained by the Aramark supervisors and monitors their daily cleaning procedures. The principal meets with the Engineer and Aramark Supervisor each week to discuss any concerns with repairs and cleaning.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score
1 2 **3** 4

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

Restorative Approaches to Discipline

Pirie is working towards fostering a school wide culture to improve classroom behavior, motivate students to put forth their best efforts, and increase academic engagement. On last year’s CWIP, we planned to target students who are at risk of being off track in order to provide MTSS support to create a 5% decrease in the number of misconduct referrals. At the time the CWIP was written, we had 29 students who were listed as risk factors for discipline according to the Dashboard data.

In 2015, 97.5% of our 6th grade students completed the My School, My Voice Survey. According to the 2015 Five Essentials, Pirie has a Neutral rating for Supportive Environment, with a score of 53, equal to the CPS average. The sub category ratings are as follows: Peer Support for Academic Work: 56-neutral, Academic Personalism: 77-strong, Safety: 27-weak, and Student-Teacher Trust 52-neutral.

To address these needs, this year we have begun using the CHAMPS program which emphasizes being proactive by ensuring students know expectations before activities are begun. All teachers have received training on this program before the school year began and, through the use of teacher-trainers, have received continued professional development. All teachers have been using this model and the Voice Level portion is used commonly in all areas of the building, showing program coherence.

For Domain 2a, Creating an Environment of Respect and Rapport, 100% of Pirie teachers were rated as Proficient or Distinguished. For Domain 2d, Managing Student Behavior, 100% of Pirie teachers were rated as Proficient or Distinguished.

According to Dashboard, we have had 371 use of consequences reported at Pirie. This includes 10 uses of Detention (2.8%), 16 uses of out of school suspensions (4.3%), 304 uses of Instructive, Corrective Restorative Practices (82%), and 41 uses of other consequences (11.05%).

In past years, we have not entered all misconduct reports into Dashboard, particularly Level 1 misconducts, therefore it is difficult to make year-to-year comparisons. This year we have recorded 41 Group 1 misconducts, 57 Group 2 misconducts, 34 Group 3 misconducts, and 3 Group 4 misconducts. As of yet, we have not had any Group 5 or Group 6 misconducts. Eight students account for 44% of these misconducts. We had 16 out of school suspensions which is the same as the end of last year. The use of Restorative Conversations has increased as compared to last year, 304 uses as compared to 129 uses last year and none in the two years previous to that. Discussing incidents with parents has also greatly increased as compared to last year; we have recorded 121 conferences as compared to 27 last year.

Although we have many more misconducts recorded this year, as of Week 30, we only have 8 students who are off-track for misconducts, an improvement over the previous year that reported 29 students at risk for discipline.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.

- Contact families frequently to inform them of positive student behavior and progress.
- Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 2 **3** 4

According to the 2015 Five Essentials, Pirie has an overall score of 53 for Involved Families, which gives the school a Neutral rating. The sub category ratings are as follows: Teacher-Parent Trust: 54-neutral, Parent Involvement in School: 45-neutral, Parent Influence on Decision Making in Schools: 61-strong. This year an incentive was given to parents who completed the My Voice, My School survey with the goal of receiving feedback from more of our parents than in previous years.

In an effort to improve on the involvement of families, Pirie frequently communicates with parents through many methods. Monthly Newsletters and Calendars are sent home with students so parents can be advised of important information. Teachers use phone calls and maintain a phone log to alert parents of upcoming events. Pirie maintains a school website which is updated at least monthly. Pirie also has a Facebook page to alert parents and send reminders of school activities.

At the beginning of the year, Pirie hosted an Open House. During this meeting, parents are informed of grade level standards, grading policies, attendance expectations, and best practices. Parents are then given a Parent Handbook and an Attendance Handbook. All of this information is then posted on the school website so all parents can access it at any time. This year we also implemented the use of the Robo calling to disseminate information to the families. Teachers also communicate with parents via emails or text messages.

Pirie has several opportunities for parents to engage with the school and other families. Parents can participate monthly in Parent Advisory Council, Pirie Parent Society, the Local School Council, and are invited to volunteer in the school. The PAC chooses topics for parent training and invites guest speakers to give information to parents. The Pirie Parent Society plans fundraisers to support Pirie School; they have hosted three movie nights, jean days, and a school dance. The Local School Council meets monthly and all parents are invited to participate. Parents receive agendas and the meeting times are posted on the marquee, hung on the school doors, and set home in memos, the newsletter, and the monthly calendar.

As of February 29, 2016, we had 14.8% of students with at least one parent registered on Parent Portal. At the last report card pick up, we had laptops set up so that parents could sign up for grade book portal.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1 2 3 4 5

Goals

Required metrics (Elementary)

2 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	89.00	89.00	54.00	73.00
National School Growth Percentile - Math				
(Blank)	80.00	64.00	52.00	71.00
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	67.80	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Reading				
(Blank)	87.00	87.00	54.00	73.00
Hispanic Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
(Blank)	36.00	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Math				
(Blank)	79.00	64.00	52.00	71.00
Hispanic Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Math				
(Blank)	18.00	(Blank)	(Blank)	(Blank)
National School Attainment Percentile - Reading (Grades 3-8)				
(Blank)	27.00	52.00	47.00	66.00
National School Attainment Percentile - Math (Grades 3-8)				

(Blank)	20.00	31.00	38.00	59.00
---------	-------	-------	-------	-------

National School Attainment Percentile - Reading (Grade 2)

(Blank)	9.00	41.00	57.00	75.00
---------	------	-------	-------	-------

National School Attainment Percentile - Math (Grade 2)

(Blank)	11.00	26.00	53.00	75.00
---------	-------	-------	-------	-------

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---------	---------	---------	---------	---------

Average Daily Attendance Rate

Pirie's goal is to have 95% of our students in attendance and to reduce the number of out of school suspensions.	94.30	94.90	95.00	96.00
--	-------	-------	-------	-------

My Voice, My School 5 Essentials Survey

Pirie's goal is to become a well organized school based on staff, students, and at least 30% of the parents to complete the survey.	(Blank)	(Blank)	(Blank)	(Blank)
---	---------	---------	---------	---------

Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
------------------	------------------	----------------	----------------

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we enhance teacher understanding of the common core and NGSS scope and sequence while developing instructional units	then we see all students both in general education and diverse learning programs are engaged in grade level units and we see teachers deepen their capacity towards understanding of prerequisite skills needed for the next grade level	which will lead to a 7-10% reduction in the percentage of students receiving a D or F in core subject areas, have at least 55% of 3rd-6th grade students on track according to Dashboard Data, and have 95% of the teachers rated as proficient or distinguished in components 1A-1E.
---	--	---

Tags:

Core Instruction, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
Develop a needs assessment for all teachers targeted to identify supports needed for curriculum scope and sequence.	Principal	Aug 31, 2016 to Aug 31, 2016	Opening Week Agenda	Completed

Curriculum planning, Surveys

Based on the needs assessment, the ILT team will develop a professional development calendar for the school year.	ILT Team	Sep 6, 2016 to Sep 6, 2016	Professional Development Calendar	Behind
---	----------	----------------------------	-----------------------------------	--------

Data analysis, Instructional leadership team

The ILT will develop a monitoring system to determine if the new learning is being implemented.	Teachers Principal	Sep 6, 2016 to Sep 13, 2016	Evaluations from teachers after PD presentation, REACH observations, learning rounds (Internal/network) and Lesson Plans	Completed
---	-----------------------	--------------------------------	--	-----------

ILT

All teachers will be provided with the Curriculum Map for Reading and Math which outlines the standards that should be addressed each week. Teachers will utilize the KC Website for the NGSS for Science.	Principal Teachers	Aug 15, 2016 to Sep 2, 2016	The unit plans/weekly lesson plans will follow the scope and sequence of the CCSS for Reading, Math, and Science.	Completed
--	-----------------------	--------------------------------	---	-----------

Curriculum maps, Curriculum planning

Teachers will develop a 3 week unit for Reading, Math, and Science following the scope and sequence of CCSS and NGSS for the 1st Quarter.	Teachers	Aug 15, 2016 to Sep 2, 2016	Teachers will submit the 1st three week unit plan to the principal by Friday, Sept. 2nd.	Cancelled
---	----------	--------------------------------	--	-----------

Teacher Teams/Collaboration, Planning

Teachers will continue to create 3-5 week unit plans for each quarter for Reading, Math, and Science. All unit plans will be due on the Sunday before the week the unit will begin.	Principal, Teachers	Sep 30, 2016 to May 19, 2017	Unit plans will be monitored by the Principal and the ILT team.	Cancelled
---	---------------------	---------------------------------	---	-----------

Curriculum planning

The ILT team will meet to review the unit/lesson plan monitoring tool.	Principal and ILT Team	Aug 31, 2016 to Aug 31, 2016	All teachers will get the unit/lesson plan monitoring tool.	Cancelled
--	---------------------------	---------------------------------	---	-----------

ILT

Administration will meet with all grade level teams during their common planning time on Wednesdays to review the progress of the unit/lesson plans as outlined in the monitoring tool.	Teachers and Principal	Sep 6, 2016 to Jun 30, 2017	Grade Level Agenda, Peer Feedback	Cancelled
---	---------------------------	--------------------------------	-----------------------------------	-----------

Grade level teams, Curriculum planning, Curriculum review

Strategy 2

If we do...

create a culture that reflects a shared belief in the importance of learning and hard work for the students

...then we see...

students engaged in whole group and small group lessons, persevering while taking ownership of their learning, and demonstrating their positive social and emotional skills

...which leads to...

a minimum of 95% of the teachers receiving a proficient or distinguished rating in the component of 2B, a reduction in the number of discipline referrals by 10% and have at least 55% of students in 3rd-6th grade on track as

measured by Dashboard.

Tags:

Attendance, Behavior, Sel mtss, Culture for learning

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Begin the year with a State of the School staff meeting to share the school's Mission/Vision and expectations for all stakeholders. 2016 Spring Data will be shared with all staff members along with the CIWP plan.	Principal	Aug 29, 2016 to Aug 29, 2016	Agenda, Power Point, Copy of CIWP	Completed

Expectations and goals, State of the school

Begin the year with a State of the School parent/community meeting to share the school's Mission/Vision and expectations for all stakeholders. 2016 Spring Data will be shared with all parents and community members.	Principal, Teachers	Sep 27, 2016 to Sep 27, 2016	Agenda, Parent Sign In Sheets, Parent Surveys	Completed
--	---------------------	------------------------------	---	-----------

Family and Community Engagement, Data, Parental involvement, Exepctations and goals

The principal conducts goal setting meetings with staff and parents. The teachers conduct goal setting meetiiings with students to articulate academic, behavior, and attendance expectations for the year based on school data.	Principal, Teachers	Aug 31, 2016 to Jun 30, 2017	Student Goal Setting Sheets, Classroom Goal Setting Templates, Agendas, Sign-in sheets from parent meetings	On-Track
--	---------------------	------------------------------	---	----------

Data, Culture of learning, Expectations and goals

Provide a student and parent attendance handbook which reflects all of the district and school wide attendance policies. The handbook will be sent home at the beginning of September and posted on the school website for year-round access.	Principal, Teachers, Librarian	Sep 6, 2016 to Sep 30, 2016	Handbook distributed and posted	Completed
---	--------------------------------	-----------------------------	---------------------------------	-----------

Culture of learning, Attendance plan

The attendance team will meet monthly to assess specific monthly student attendance, chronic absences, truanicies, and to develop incentives for students who have 95% or better attendance rate.	Attendance Team	Sep 6, 2016 to Jun 30, 2017	Meeting Agendas, Completion of action items	On-Track
---	-----------------	-----------------------------	---	----------

Attendance, Culture of learning

All classroom teachers will create an attendance data wall for students to monitor their weekly attendance	Teachers	Sep 6, 2016 to Jun 30, 2017	Observation of Attendance Boards	Completed
--	----------	-----------------------------	----------------------------------	-----------

Attendance, Culture of learning

An attendance data wall will be visible across from the main office for all parents, students, and school visitors to monitor classroom weekly attendance.	Attendance Team	Sep 6, 2016 to Jun 30, 2017	Observation of Attendance Boards	Completed
--	-----------------	-----------------------------	----------------------------------	-----------

Attendance, Culture of learning

The MTSS team will identify students in Tier 2 and Tier 3 who are in need of interventions to help them improve their attendance rate, academics, or behavior.	MTSS Team, Attendance Team	Sep 13, 2016 to Sep 20, 2016	Truancy Intervention Case Plans, Early Warning Dashboard Data	Completed
--	----------------------------	------------------------------	---	-----------

MTSS, Attendance, Interventions, Culture of learning

All classrooms will receive support through the Erikson Institute's Investing in Innovations (i3) Grant in the area of Social Emotional Learning. Staff will also receive support from the CHAMPS program.	Principal, Teachers, Erikson Institute, Network 12 SEL liaison	Aug 31, 2016 to Jun 30, 2017	Teacher surveys, Number of Discipline Referrals, REACH observations in 2A and 2D	On-Track
--	--	------------------------------	--	----------

Behavior plans, Mtss-sel, Behavior expectations

The MTSS team will identify students with chronic discipline referrals and implement a support system for students who are identified as being off track. Supports may include counseling, mentoring, or creating behavior plans for students.	MTSS Team, Teachers, Psychologist, Counselor, Principal	Sep 6, 2016 to Jun 30, 2017	Behavior Intervention Log, Number of Discipline Referrals, Teacher anecdotal records, MTSS Meeting agendas	Not started
--	---	-----------------------------	--	-------------

MTSS, Attendance interventions

Establish an MTSS Team and develop and implement a schedule of meetings for the year to address academics, behavior, and attendance	Principal, Staff, MTSS Team	Aug 31, 2016 to Jun 23, 2017	MTSS Meeting Agendas	Not started
---	-----------------------------	------------------------------	----------------------	-------------

MTSS, Calendar

Strategy 3

If we do...	...then we see...	...which leads to...
create opportunities for students to participate in authentic student discussions about the content under study addressing all levels of the depth of knowledge	students engaged in conversations that include constructing viable arguments, challenging each other's thinking, and giving multiple responses or solutions for solving problems	55% of 3rd-6th grade students on track as measured by Dasboard Data, a minimum of 70% of teachers rated as proficient or distinguished in component 3B.

Tags:
Instructional practices

Area(s) of focus:
3

Action step  Responsible  Timeframe  Evidence for status  Status

Each month parents will be invited to participate in the P.A.C. meetings which will focus on questioning and discussion techniques that are aligned to the common core standards.	Principal	Oct 3, 2016 to Jun 16, 2017	Agenda, Parent Surveys	On-Track
---	-----------	-----------------------------	------------------------	----------

Instructional practices, Parental involvement

A needs assessment will be done during the first week of PD aligned to REACH component 3B to determine clarity and/or deficiency within questioning and discussion techniques.	Principal and Teachers	Aug 29, 2016 to Sep 2, 2016	PD Agenda, Teacher Surveys	Completed
--	------------------------	-----------------------------	----------------------------	-----------

Instructional practices

Based on the results from the needs assessment, the ILT team will create a PD develop calendar and monitoring tool for all teachers to determine level of implementation for the new learning.	Principal, ILT Team	Sep 6, 2016 to Sep 9, 2016	ILT Agenda, Minutes	Cancelled
--	---------------------	----------------------------	---------------------	-----------

Instructional practices, Monitoring tools

The ILT team will conduct learning rounds based upon the elements provided in the PD calendar.	ILT Team	Oct 24, 2016 to Jun 2, 2017	Completion of Monitoring Tool with feedback given during grade level meetings.	On-Track
--	----------	-----------------------------	--	----------

ILT, Instruction planning

The principal will conduct Reach Observations and check in visits to monitor the new learning.	Principal	Oct 17, 2016 to Jun 2, 2017	Check In monitoring tool, REACH DATA from formal/informal observations.	Behind
--	-----------	-----------------------------	---	--------

Instructional practices, Observations

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Develop a needs assessment for all teachers targeted to identify supports needed for curriculum scope and sequence.</p> <p>Tags: Core Instruction, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Curriculum planning, Surveys</p>	Principal	Aug 31, 2016	Aug 31, 2016	Completed
<p>✚ Based on the needs assessment, the ILT team will develop a professional development calendar for the school year.</p> <p>Tags: Core Instruction, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Data analysis, Instructional leadership team</p>	ILT Team	Sep 6, 2016	Sep 6, 2016	Behind
<p>✚ The ILT will develop a monitoring system to determine if the new learning is being implemented.</p> <p>Tags: Core Instruction, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, ILT</p>	Teachers Principal	Sep 6, 2016	Sep 13, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ All teachers will be provided with the Curriculum Map for Reading and Math which outlines the standards that should be addressed each week. Teachers will utilize the KC Website for the NGSS for Science.</p> <p>Tags: Core Instruction, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Curriculum maps, Curriculum planning</p>	Principal Teachers	Aug 15, 2016	Sep 2, 2016	Completed
<p>✦ Teachers will develop a 3 week unit for Reading, Math, and Science following the scope and sequence of CCSS and NGSS for the 1st Quarter.</p> <p>Tags: Core Instruction, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Teacher Teams/Collaboration, Planning</p>	Teachers	Aug 15, 2016	Sep 2, 2016	Cancelled
<p>✦ Teachers will continue to create 3-5 week unit plans for each quarter for Reading, Math, and Science. All unit plans will be due on the Sunday before the week the unit will begin.</p> <p>Tags: Core Instruction, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Curriculum planning</p>	Principal, Teachers	Sep 30, 2016	May 19, 2017	Cancelled
<p>✦ The ILT team will meet to review the unit/lesson plan monitoring tool.</p> <p>Tags: Core Instruction, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, ILT</p>	Principal and ILT Team	Aug 31, 2016	Aug 31, 2016	Cancelled
<p>✦ Administration will meet with all grade level teams during their common planning time on Wednesdays to review the progress of the unit/lesson plans as outlined in the monitoring tool.</p> <p>Tags: Core Instruction, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Grade level teams, Curriculum planning, Curriculum review</p>	Teachers and Principal	Sep 6, 2016	Jun 30, 2017	Cancelled
<p>✦ Begin the year with a State of the School staff meeting to share the school's Mission/Vision and expectations for all stakeholders. 2016 Spring Data will be shared with all staff members along with the CIWP plan.</p> <p>Tags: Attendance, Behavior, Sel mtss, Culture for learning, Expectations and goals, State of the school</p>	Principal	Aug 29, 2016	Aug 29, 2016	Completed
<p>✦ Begin the year with a State of the School parent/community meeting to share the school's Mission/Vision and expectations for all stakeholders. 2016 Spring Data will be shared with all parents and community members.</p> <p>Tags: Attendance, Behavior, Sel mtss, Culture for learning, Family and Community Engagement, Data, Parental involvement, Exepectations and goals</p>	Principal, Teachers	Sep 27, 2016	Sep 27, 2016	Completed
<p>✦ The principal conducts goal setting meetings with staff and parents. The teachers conduct goal setting meetings with students to articulate academic, behavior, and attendance expectations for the year based on school data.</p> <p>Tags: Attendance, Behavior, Sel mtss, Culture for learning, Data, Culture of learning, Expectations and goals</p>	Principal, Teachers	Aug 31, 2016	Jun 30, 2017	On-Track
<p>✦ Provide a student and parent attendance handbook which reflects all of the district and school wide attendance policies. The handbook will be sent home at the beginning of September and posted on the school website for year-round access.</p> <p>Tags: Attendance, Behavior, Sel mtss, Culture for learning, Culture of learning, Attendance plan</p>	Principal, Teachers, Librarian	Sep 6, 2016	Sep 30, 2016	Completed
<p>✦ The attendance team will meet monthly to assess specific monthly student attendance, chronic absences, truancies, and to develop incentives for students who have 95% or better attendance rate.</p> <p>Tags: Attendance, Behavior, Sel mtss, Culture for learning, Attendance, Culture of learning</p>	Attendance Team	Sep 6, 2016	Jun 30, 2017	On-Track
<p>✦ All classroom teachers will create an attendance data wall for students to monitor their weekly attendance</p> <p>Tags: Attendance, Behavior, Sel mtss, Culture for learning, Attendance, Culture of learning</p>	Teachers	Sep 6, 2016	Jun 30, 2017	Completed
<p>✦ An attendance data wall will be visible across from the main office for all parents, students, and school visitors to monitor classroom weekly attendance.</p> <p>Tags: Attendance, Behavior, Sel mtss, Culture for learning, Attendance, Culture of learning</p>	Attendance Team	Sep 6, 2016	Jun 30, 2017	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ The MTSS team will identify students in Tier 2 and Tier 3 who are in need of interventions to help them improve their attendance rate, academics, or behavior.</p> <p>Tags: Attendance, Behavior, Sel mtss, Culture for learning, MTSS, Attendance, Interventions, Culture of learning</p>	MTSS Team, Attendance Team	Sep 13, 2016	Sep 20, 2016	Completed
<p>✦ All classrooms will receive support through the Erikson Institute's Investing in Innovations (i3) Grant in the area of Social Emotional Learning. Staff will also receive support from the CHAMPS program.</p> <p>Tags: Attendance, Behavior, Sel mtss, Culture for learning, Behavior plans, Mtss-sel, Behavior expectations</p>	Principal, Teachers, Erikson Institute, Network 12 SEL liaison	Aug 31, 2016	Jun 30, 2017	On-Track
<p>✦ The MTSS team will identify students with chronic discipline referrals and implement a support system for students who are identified as being off track. Supports may include counseling, mentoring, or creating behavior plans for students.</p> <p>Tags: Attendance, Behavior, Sel mtss, Culture for learning, MTSS, Attendance interventions</p>	MTSS Team, Teachers, Psychologist, Counselor, Principal	Sep 6, 2016	Jun 30, 2017	Not started
<p>✦ Establish an MTSS Team and develop and implement a schedule of meetings for the year to address academics, behavior, and attendance</p> <p>Tags: Attendance, Behavior, Sel mtss, Culture for learning, MTSS, Calendar</p>	Principal, Staff, MTSS Team	Aug 31, 2016	Jun 23, 2017	Not started
<p>✦ Each month parents will be invited to participate in the P.A.C. meetings which will focus on questioning and discussion techniques that are aligned to the common core standards.</p> <p>Tags: Instructional practices, Instructional practices, Parental involvement</p>	Principal	Oct 3, 2016	Jun 16, 2017	On-Track
<p>✦ A needs assessment will be done during the first week of PD aligned to REACH component 3B to determine clarity and/or deficiency within questioning and discussion techniques.</p> <p>Tags: Instructional practices, Instructional practices</p>	Principal and Teachers	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Based on the results from the needs assessment, the ILT team will create a PD develop calendar and monitoring tool for all teachers to determine level of implementation for the new learning.</p> <p>Tags: Instructional practices, Instructional practices, Monitoring tools</p>	Principal, ILT Team	Sep 6, 2016	Sep 9, 2016	Cancelled
<p>✦ The ILT team will conduct learning rounds based upon the elements provided in the PD calendar.</p> <p>Tags: Instructional practices, ILT, Instruction planning</p>	ILT Team	Oct 24, 2016	Jun 2, 2017	On-Track
<p>✦ The principal will conduct Reach Observations and check in visits to monitor the new learning.</p> <p>Tags: Instructional practices, Instructional practices, Observations</p>	Principal	Oct 17, 2016	Jun 2, 2017	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

- NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
- Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

Parent input is given at each monthly Parent Advisory Meeting regarding the educational programs for our students. Parents recommend topics that they feel will help support their parenting skills and their child's educational learning experiences. Parents have opportunities to complete parent surveys throughout the school year requesting their suggestions for improvement or ideas they may have to increase parental involvement. The Local School Council members participate in monthly meetings to address the goals of the CIWP and make suggestions for improving student achievement. PAC members also attend LSC meetings to share their ideas and learn about the educational programs being implemented.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

The NCLB organizational meeting and annual meeting is held at the beginning of the school year (September 23, 2016) informing parents of our NCLB and Title 1 programs. The annual meeting is held for the P.A.C. parents to review and discuss the P.A.C. bylaws, Title I programs, and budget. The roles of a Parent Advisory Council member are discussed with all members. All parents are invited to attend the monthly meetings via monthly newsletters, reminder notices, Facebook, school web site, and monthly calendars. Parents also have opportunities to attend parent training workshops throughout the school year at the parent resource centers which are approved by CPS.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

A curriculum map will be created for parents informing them of the skills that will be taught each quarter and which assessment tools will be used to measure students' progress, and the proficiency levels students are expected to meet. This will also be explained to parents at the Open House event at the beginning of the school year. A clear explanation of the various assessment tools will be shown and discussed with the parents during Open House, at family night events, P.A.C. meetings, and at the LSC meetings.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

Administration will meet with the parents at the P.A.C. meetings each month to create goals for parent meetings, discuss their ideas and suggestions about the educational programs needed for our students and to participate in a variety of parent training workshops that will assist parents in helping their children at home. Family night events will also be held in the evenings to address the student data and curriculum goals for the year.

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.

The PARCC, TRC/DIBELS, mClass Math, ISBE Science Test, NWEA, Compass Learning, and Reading Eggs results will be shared with all parents quarterly and during parent conferences. Reports will be printed out and sent home to parents showing student progress for each subject area tested.

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.

If a teacher who is not highly qualified is assigned to a group of students, parents will receive notice in a timely manner following the CPS policies. At this time, we currently do not have any teachers who are not highly qualified.

Schools will assist parents of participating NCLB 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.

All of the academic standards for the state and local assessments will be discussed with all parents at the Open House/State of Address program and during individual parent conferences with the classroom teachers. Parents may also get training in the school's computer lab on how to monitor their child's weekly progress on the parent gradebook portal. Information will be sent home to all parents regarding the process for setting up their parent accounts in the gradebook portal. The school's Target Goals will be shared with parents at Family Night events and they will be sent home in the monthly newsletter. Individual student goals will be sent home at the beginning of the school year so that parents are aware of their child's target score for the year.

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

Parents will have opportunities to attend family night events, LSC meetings, parent advisory meetings, and parent training classes throughout the school year which will focus on literacy, technology, science, math, or fine arts. Parents will receive resources to use at home from the various meetings and events. Training will be held for parents to gain a better understanding of the PARCC assessments.

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

Parent surveys will be reviewed with staff and parents which will guide the leadership team in planning educational programs for the students. Professional development workshops will be provided for parents and teachers which will address improving interpersonal relationships between parents and teachers. A parent forum will be held for parents to have a conversation with the Principal and teachers regarding their concerns or suggestions for improving student achievement and parental involvement.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

All parents have opportunities to meet with each other during the monthly PAC meetings to share their concerns and request help from the community partners. When needed, Pirie staff members come to LSC and PAC meetings to speak about the curriculum goals or provide strategies to parents that will help them work their children at home. Kindergarten teachers will meet with Pre-K parents to inform them of the Kindergarten goals and how they can prepare their children for making a smooth transition from Pre-K to Kindergarten.

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

School information, events, recognitions, and accomplishments will be shared with all parents, students, staff, and community through monthly newsletters, school calendars, Facebook, school web site (pirie.cps.edu), and reminder notices. The school website is updated monthly to inform parents of school events, student achievements, and parent meetings.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement 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

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.)

Our mission is to enhance the academic and social-emotional success of ALL students through the integration of Fine Arts and data driven instruction in order to promote college readiness at all grade levels. Our goal is to ensure that every student is given an opportunity to learn in an environment that is safe and provides a challenging, instructional program that is differentiated, integrated, and meets the academic and social-emotional needs of all students to promote success in future educational and life endeavors.

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.

Parents may meet with classroom teachers during the non-instructional time frames. Monday-Friday to discuss the progress of their children. Conferences will also be held at the 5th week and 10th week of each marking period. Parents will come to the school for the 1st and 3rd Marking period to pick up their child's report card and participate in conferences with the teachers. Parent conferences will also be held at the end of the 20th week to discuss the progress of students receiving a certified letter due to failing grades for the 1st semester. Parent conferences will be held as needed with the parents, counselor, teachers, and the diverse learning team to discuss the needs or concerns for students.

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 notices will be sent home at the mid point of each marking period for all students. Report cards are distributed to students and parents at the end of each marking period. Teachers in grades Pre-K-6th will communicate with parents via letters, the assignment planners, email, or by phone to discuss the progress of their children. Teachers may also communicate with parents by sending them messages through the parent gradebook portal. Conferences are held with parents regarding the progress of the PLP plans for 3rd, 4th, & 6th Grade students every five weeks.

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

Parents must sign in on the Visitor's Log and get a pass from the main office when they are scheduled for a parent conference. All conferences may take place before school or after school. Teachers may contact parents by phone during their preparation periods. Conferences will be held in the classrooms or in the main office with administration.

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

Parents may volunteer in the school only after the volunteer application has been approved by the Safety and Security department. Parents may volunteer to chaperone field trips, family night events, and school-wide programs that occur during the day. Parents may also assist teachers in the classrooms as needed. Observations may be done in the classrooms with parents and administration as needed. Parents are allowed to conduct unscheduled 5 minute check-in visits to monitor the behavior or any other concerns they may have regarding their child.

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

Parents will receive an automated phone call each time their child is absent reminding them to return the reason for the absence notice. Truant notices will be sent home for more than 5 unexcused absences and a conference will be held with the parent, attendance clerk, and principal regarding the attendance policy. Parents will be contacted by the principal regarding students who have more than two tardies and/or absences per week. Completion of homework and classroom assignments will be communicated in the student homework planners for grades 1st-6th. Pre-K and Kindergarten teachers will communicate with parents via notes, phone calls, and weekly /monthly classroom letters. Informational letters will be sent home for each grade level highlighting specific classroom projects that are due throughout the school year.

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

Parents will have constant open lines of communication throughout the school year from the teachers and/or administration regarding the education of their children. Parents may meet with teachers, administration, or the counselor regarding student concerns or the educational programs. Parents may send notes, write in the planners, or contact the school by phone to express their needs. Follow up conferences or phone calls will be done by teachers, administration, or the counselor as needed throughout the school year. Parents are encouraged to attend the monthly P.A.C. and LSC meetings to express their concerns and participate in decisions relating to the education of their children.

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 will be given attendance incentives weekly for coming to school everyday. Students will be reminded of the 95% attendance goal each week and a data board will be created to highlight the classrooms that have 95% or better each week. Positive Behavior Intervention Strategies will be implemented throughout the school year to recognize students exhibiting positive behavior during the month. Student data boards will be utilized to chart student progress in each classroom based on the results from the NWEA and TRC/DIBELS data. Students are expected to write down all assignments that need to be completed in order to be prepared for each class.

Parent Budget

Complete

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

The goal for this year is to provide training for parents in the areas of academics and social and emotional learning. Parents will be provided resources to use at home with their children. The parent workshops will also focus on the district assessments such as preparing students for the TRC/Dibels, mClass Math, PARCC, and NWEA. Based on our 2016 data, the number of misconducts have increased to 164 which is , which is 119 more than the 2014-15 school year. The parents wanted to address some of the social and emotional needs of our students by learning about other resources they can use at home to help improve student behavior at school as well as at home. Based on the 2016 Spring Data, our we had a decrease of students meeting their growth and attainments targets fro 3rd-6th grade and parents would like to learn how they can better prepare their children for being college and career ready.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	250 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	Amount .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	1389 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	450 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount .00
53510	Postage Must be used for parent involvement programs only.	\$	Amount .00
53306	Software Must be educational and for parent use only.	\$	Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount .00