John T Pirie Fine Arts & Academic Center ES / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/16/2018	ILT Team	Introduction to 2018-20 CIWP/SEF Rubrics and Procedures

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

The school's mission and vision statement is posted on banners in both buildings for all staff, students, parents, and community stakeholders to view as they enter our buildings. The vision statement is communicated to the school community during the State of Address parent meeting in September. In addition, we share our school's vision via the school's website, Facebook page and monthly newsletter. In accordance to the 2017 5 Essentials Report, 95% of the staff agreed that there is a clear vision communicated.

The data from the 2017 My Voice, My School survey was communicated with all parents at the State of Address meeting. We had 53% of our parents represented in survey results.

During Common planning times, grade bands discuss data and academic achievement amongst all students to discuss trends. Teachers collaborate to prepare students as they transition through grade levels. This is reflected in grade level agendas. Based on the Five Essentials survey, teachers also rated the area of Teacher Collaboration as Very Strong with a score of 86%. In addition, this survey showed that 82% of our staff feel that most or nearly teachers feel responsible to help each other do their best and 91% of our staff feel that most or nearly all teachers take responsibility for improving the school.

Teachers are empowered to make or influence significant decisions. During teacher summit trainings teachers are provided with the leadership skills needed to effectively train teacher teams on instructional practices. All staff were provided with the 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 Flex days and in grade level meetings the resources they received from the meetings, as reflected in the meeting agendas. Paraprofessionals also attended workshops during the year in the areas of social and emotional learning and academic enhancements. According to the 5 Essentials survey, our staff rated Pirie as Strong in the area of Quality Professional Development, with a score of 78.

Pirie sustains a coherent instructional program following the pacing guide as provided by Network 12. Using this guide, teachers create learning goals to best meet the needs of their students. Teachers consistently following this pacing guide as evidenced by the gradebook and ILT Learning Rounds. In addition, teachers complete a benchmark analysis every five weeks to document the standards covered and the percentage of students who have met their learning goals.

Staff is encouraged to prioritize teaching challenging and rigorous content. Every five weeks teachers complete a Data Analysis Form which monitors the CCSS assessed and the level of rigor for each question on the assessment. Then teachers reflect on the ways to raise achievement and set SMART goals.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

A priority for the ILT is to ensure that teachers are reflective on the content and delivery of instruction. 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 if milestones are being addressed, implemented, and their effectiveness.

The ILT consists of 10 members which represent all grade bands, in addition to Diverse Learner specialists, Counselor and ancillary staff.

The ILT meetings are held twice a month following a schedule that was developed at the beginning of the school year. The ILT meetings are scheduled for a two hour block of time after school. Agendas are distributed to the team before the meeting so everyone is aware of the goals and time allotted for each task that will be addressed during the meeting. Minutes are kept for each meeting to document tasks completed and discussions taking place.

The ILT analyzes data from multiple sources including Gradebook, classroom assessments, ILT Learning Rounds, district and state assessments, and Dashboard. The ILT monitors gradebook and student work to evaluate if the assignments and assessments are aligned to the CCSS and the Network 12 pacing guide. In addition, ILT monitors the quality vs quantity of work given to students and if assignments are differentiated to meet student needs.

When planning a Learning Round, the ILT sets a focus question and looks at student data, lesson objectives, and content alignment prior to the observation. Then observers take notes using the Network 12 Instructional Protocol to ensure unbiased data collection. After Learning Rounds, the ILT meets to discuss observations and probe deeper into challenges observed and celebrate glows. The ILT then reflects in order to complete the SWAT Analysis. Findings and decisions made by ILT are then disseminated to all staff through emails, grade level meetings and during whole staff meetings.

According to the Five Essentials Survey, Pirie received a rating of Strong with a score of 62 for Effective Leaders, a rating of Strong with a score of 73 for Instructional Leadership, and a rating a Strong with a score of 71 for Collaborative Teachers.
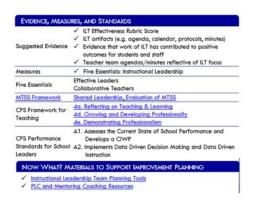
Guide for Instructional Leadership Team

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

- ◦ **Schedule and structure frequent meetings.**
  - ▪ Meet regularly (2-4 times per month).
  - ▪ Use an agenda with a clear focus.
- ◦ **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - ▪ All team members have equity of voice and are actively engaged in asking questions.
  - ▪ Celebrate small wins and improvements.
  - ▪ Regularly inform and engage stakeholders of key data and work of the ILT.
- ◦ **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1   2   **3**   4

> School-wide Professional Learning is planned based on teacher needs to ensure the needs of the students and teachers are being met. Feedback is provided from staff to prioritize Professional Learning opportunities. Based on these requests, professional learning presenters provided training during grade level meetings to give teachers differentiated strategies based on their grade level.
>
> Teachers have access to the Knowledge Center and Safari Montage to proactively seek opportunities to enhance content knowledge and pedagogical skills. Funds have been allocated to support teachers in following their professional learning path. Teachers are encouraged to observe in other schools to obtain insight into teaching practice.
>
> Grade levels are intentionally grouped to provide 5 common planning times a week to grade level bands to allow for collaboration, reflection of data, and content alignment. In 2017-2018 school year, Pirie implemented flex day schedule to provide intentional whole staff training throughout the school year. During these times, staff can receive and provide support and feedback from colleagues, as evidenced by agendas and professional learning feedback surveys.
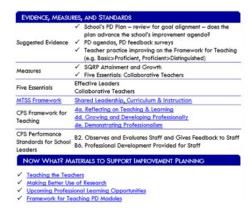>
> The ILT monitors implementation of these strategies through Learning Round observations and surveys completed after Professional Learning. Learning Rounds monitor both professional practice as well as student outcomes. The Principal also meets one-on-one with teachers to set goals based on student data.
>
> According to the Five Essentials Survey, Pirie received a rating of Strong with a score of 62 for Effective Leaders, and a rating a Strong with a score of 71 for Collaborative Teachers. According to the 5 Essentials survey, our staff rated Pirie as Strong in the area of Quality Professional Development, with a score of 78.

Guide for Professional Learning

- ◦ **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - ▪ Use data to identify performance and practice gaps to inform PL plan.
  - ▪ Use research about best practices to identify potential learning and subject matter experts to support.
  - ▪ Solicit feedback from staff to inform selection of PL opportunities.
  - ▪ Provide PL relevant to the cultural and linguistic needs of students.
  - ▪ Provide both whole staff and differentiated PL to individual teacher levels.
- ◦ **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - ▪ Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - ▪ Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - ▪ Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- ◦ **Structure time for teachers to collaborate and learn together.**
  - ▪ Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - ▪ Teachers provide and accept collegial support and feedback to/from colleagues.

- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
  - **Make 'safe practice' an integral part of professional learning.**
    - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
    - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
  - **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
    - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
  - **Provide induction and support for new teachers.**
    - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
    - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

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

Aligned Resources:

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

Score

1   2   **3**   4

Pirie has designed a full day schedule to maximize instructional and academic-engaged time. Grades K-4 have schedules which include a 120 minute uninterrupted literacy block and a 90 minute Math block. 5th and 6th grades are departmentalized and, at the request of the teachers, have a double block schedule which provide classes with two 120 minute blocks of Reading and Math twice a week and two 120 minute blocks of Science and Social Studies twice a week. An additional 60 minute block is provided for each subject on Fridays. Teachers are provided with 5 common planning periods with their grade level team to allow time for collaboration, reflection of data, and content alignment.

The budget allocations for the 2017-18 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. Supplemental materials for the the Go Math, Reading Street, Sadlier, and Interactive Science programs were purchased to enhance student achievement in the areas of Math, Reading and Science. 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. Technology programs such as Compass Learning were purchased to provide additional intervention lessons for all students to use at school and at home to address the Reading and Math deficits. Recently there has been time allotted specifically for students to engage in additional structured computer time to utilize the Compass Learning program to its full potential. Funds were also utilized to allow teachers to work with students before and after school who were identified as a priority group based on struggling academically as evidenced in grades and standardized test scores. To improve social and emotional learning, mentoring groups have been provided for students who have demonstrated behavior issues as evidenced by discipline referrals. Funds have been allocated to assist students and families in the STLS program. To meet the Network goal of promoting Writing Achievement, a writing Curriculum has been purchased and teachers have been trained during grade level planning times to maximize the new curriculum to enhance the learning of our students. During the 2017-18 school year, three teachers have received grants to provide supplemental materials to extend student learning in their classroom. The Horace Mann Group has also agreed to sponsor two bikes to be used as end of the year attendance prizes to help encourage students to meet our CIWP Attendance Goal.

At the end of each year, teachers are given an opportunity to review their materials and determine their needs for the following school year so that purchases can be made over the summer based on anticipated needs and all materials can be in place before the beginning of the school year.

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, PSRP, 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.

Teachers have been strategically assigned to grade and content areas to create a balanced team with a variety of strengths and experience.

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 in the administration bulletin, teacher awards for student growth and attainment, and celebrations for teacher appreciation week. A staff boast board has been placed in the hallway so staff and students can write words of thanks and encouragement for staff members. 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. Teachers are encouraged to take on leadership roles in the school through ILT and various other committees active at the school level. 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 University of Chicago has implemented a social emotional program called Second Step/i3. They provide students will materials to aid them in managing their social emotional skills and teachers with a curriculum to intentionally and effectively manage social emotional needs. Teachers complete a survey to rate the overall effectiveness. Additionally, Pirie has partnered with the Jesse White tumblers as an incentive to increase student attendance and behavior. The principal also meets with the Alderman from the 6th Ward to discuss school and community concerns. 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.

Guide for Aligned Resources
- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.

- Maximize the use of supplemental funding to close any priority group achievement gaps.
  - **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
  - **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
  - **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
    - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
    - Use an interview process including a protocol for questioning and select highly qualified candidates.
    - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
    - Check teachers' previous performance at CPS schools.
  - **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
    - Ensure all students have fair access to high-quality teachers in the school.
  - **Effectively utilize Related Service Providers at the classroom level.**
  - **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
    - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
    - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
    - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
    - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
  - **Make outreach efforts to engage community members as partners and resources.**
  - **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1 **2** 3 4

The following data was used as evidence and a measure of the effectiveness of the current curriculum being utilized. Based on the Five Essentials data, Pirie received a 93 on Ambitious Instruction, which earned a very strong rating. The Five Essentials Survey also revealed in the areas of Academic Press and Quality of Student Discussion, a rating of very strong. In addition, the Five Essential data revealed that Pirie received a strong rating in the categories of Effective Leaders and Collaborative Teachers. According to CPS Framework for teaching for 2017, the ratings in the following areas showed the following results: 1A – Demonstrating Knowledge of Content and Pedagogy 0% Unsatisfactory, 12.5% Basic, 87.5% Proficient and 0% Distinguished; 1B – Demonstrating Knowledge of Students 0% Unsatisfactory, 12.5% Basic, 37.5% Proficient and 50% Distinguished; 1C – Selecting Instructional Outcomes 0% Unsatisfactory, 12.5% Basic, 87.5% Proficient and 0% Distinguished; 1D – Designing Coherent Instruction 0% Unsatisfactory, 12.5% Basic, 87.5% Proficient and 0% Distinguished; and 1E – Designing Student Assessments 0% Unsatisfactory, 25% Basic, 75% Proficient and 0% Distinguished. The 2017 SQRP-2018 data revealed that the National School Growth Percentile in Reading and Math was better than 75% of schools. The data revealed the following about Reading attainment: 74% better than schools nationally for 2nd grade and 41% better than schools nationally for 3rd – 8th grade. The data also revealed the following about Math attainment: 50% better than schools nationally for 2nd grade and 31% better than schools nationally for 3rd – 8th grade.

Pirie implemented the CCSS through the use of the Network 12 Curriculum Maps for each grade in the areas of Reading and Math. The lesson plans for all teachers was monitored to make sure they were aligned to the scope and sequence of CCSS and the Network 12 Curriculum Map. In addition to the Network 12 Curriculum Maps, the NWEA learning continuum was used to ensure alignment to task and text complexity. Instructional time blocks were followed by every teacher to assure core subjects was adequately addressed in the allotted time required.

Teachers were required to input grades weekly in alignment with the curriculum map. Grade books were monitored by administration and the ILT teams to ensure students' needs were addressed according to CCSS and gradebook policy.

The following Curriculum was utilized for each subject area.
For math instruction, the following instructional materials were used to enhance curriculum: Go Math, Engage NY and Envisions. All of the aforementioned areas boost rigor during instruction.

For Reading and Writing instruction, the following instructional materials were used to enhance curriculum: Reading Street Common Core, LLI in primary grades (a research based intervention tool that promotes a greater depth for learning), Sadlier School (Common Core Progress & Phonics) and Zaner Bloser Strategies for Writers.

Additional supplemental materials were tailored to meet the needs of students in all grade levels and was evident when samples of assessments and/or classwork was collected.

For Science, the Interactive Science texts have been purchased and was available for all teachers to utilize. The Knowledge Center was used as an outside resource for Social Science instruction, which was available to all staff.

The curriculum for Social Emotional Learning was implemented through the CHAMPS program as well as the Second Step Program. All teachers were trained and provided with instructional materials to support social emotional learning.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Instructional Materials:

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

Score

1   2   **3**   4

The following data was used as evidence and a measure of the effectiveness of the current instructional materials being utilized. According to gradebook and dashboard data, 6% of 1st through 6th grade students received D's and 4% had F's in Reading; 11% of 1st through 6th grade students received D's and 7% had F's in Math. Based on the Five Essentials data, Pirie received a 93 on Ambitious Instruction, which earned a very strong rating. However, a rating for 1D – Designing Coherent Instruction revealed the following: 0% Unsatisfactory, 12.5% Basic, 87.5% Proficient and 0% Distinguished. According to classroom observations and evidence from the learning rounds, some of the instructional materials were not used with fidelity in all grade levels.

All 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) were: Learning Odyssey Compass Learning (K-6), 6 Chromebooks/PC's per class (Grades K-6), Reading Eggs (K-2), Math Seeds (K-2), Go Math (K-6), Sadlier - Common Core Progress (Grades 1-6), Scholastic News (K – 6th), Social Studies Weekly (3rd – 6th), Super Science (3rd – 6th) and Readworks.org (K – 6th). Multimedia tools were included as follows: Promethean Boards, Elmos, projectors, desktop computers, IPADs, Science Lab, headphones and copiers.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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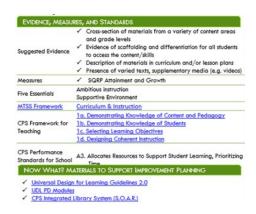
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest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

Evidence, Measures, and Standards

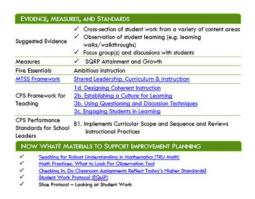| EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of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

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> Pirie strives and provides students with an atmosphere for learning through our theme of "Stand Together, Build Together, Be the Change." Students were 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 Stand Together, Build Together, Be the Change. 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. Student's attendance was tracked and conveyed to students on a weekly basis. In addition, each class displayed attendance boards in compliance with the Network Attendance requirements. Teachers also displayed students' work that express high-quality work within the classroom. Each teacher followed the Curriculum Map that was in alignment to the CCSS in order to expose students to a multitude of texts and tasks. The lesson plans submitted weekly was an integration of multiple standards. Accountable math talks, whole and small group lessons were executed on a daily basis to ensure student learning was taking place. The gradual release model conducted during reading and math instructional blocks ensured student-to-student discourse, teacher-to-student discourse, and opportunities to engage students in productive struggle. Through student choice, children were given opportunities to produce self-selected activities that depict their understanding of the current standards. The ILT team conducted learning rounds to ensure teachers were implementing rigorous tasks that promoted student's learning. The focus of the learning round was to identify students (Learning Path Students) to see how they engage during instruction. We wanted to see if the task were too difficult and met them at their instructional levels. The data collected from the learning rounds were then reviewed to develop Next Steps, Glows, Grows, and Quick Wins. The action items retrieved from the data were monitored through Gradebook audits, Reach observations, lesson plans, curriculum map, and small-group templates. Five Essentials data revealed that classrooms were 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). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.

- **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
- **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
  - **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
  - **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
  - **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - Analyze models with students to build a vision of quality.
    - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
    - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
- ✓ Teaching for Robust Understanding in Mathematics (TRU Math)
- ✓ Math Practices: What to Look For Observation Tool
- ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
- ✓ Student Work Protocol (EQuIP)
- ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1 **2** 3 4

> Every staff member reinforced school expectations for all students to aspire to college and career-ready standards. The school has developed and implemented an intentional plan to build and maintain a college-going culture. 4th – 6th grade students had opportunities for authentic leadership and student voice.
>
> Examples of College/Career Ready Actions were: Selection of various colleges including HBCU's and Universities to research/display within the school building (Pre-K – 6th), Tracking of Testing Data (NWEA, TRC, Dibels), Student Council was opened to 4th – 6th grade involving weekly meetings, LSC participation, elections, planning schoolwide activities and fundraisers., After School College Club, 5-6th graders utilized Cornell notes to build better study habits, Field trip to high schools by 4 -6th 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 (2017), 6th graders participated in an annual shadow day in which they were exposed to the 7th grade daily activities/curriculum. The following data was used as evidence and a measure of the effectiveness of the current Transitions, College & Career Access & Persistence being utilized. The ratings for 2b- Establishing a Culture for Learning revealed the following: 0% Unsatisfactory; 0% Basic; 100% Proficient; 0% Distinguished.
>
> 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 had equal access to college preparatory curriculum to be successful. The school was 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 were 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).

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school,**

school to post-secondary).
- Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
- Monitor the progress of English learners after transition from services.
- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
  - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.

- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.

- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment

- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Everything College
✓ CPS Advisory Framework
✓ Preventing college plans from melting away
✓ To & Through Project
✓ Redefining College & Career Readiness
✓ College Scorecard

✓ CPS College Persistence Toolkit
✓ Meaningful Linkages Between Summer Programs, Schools, and Community
✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

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

Instruction:

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by

carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Instruction

The ILT continues to monitor instructional lessons for Reading and Math to observe how the lessons are aligned to the CCSS and gradebook. Learning rounds are conducted quarterly to observe Off-Track students in grades 3-6 and to monitor how the teacher uses a variety of pedagogical approaches to meet the needs of all students. Based on our current Reach Observation data for Domain 1A Demonstrating Knowledge of Content and Pedagogy, we have 15% of our teachers receiving a basic, 75% receiving a proficient, and 10% receiving a distinguished rating. Based on this year's current Learning Round Data, the ILT team observed student discourse in all classrooms observed for 3rd-6th in which they were allowed to explain their thinking either to the class or while they were working on groups during their Math and Literacy instruction. During the Primary Math Learning Round, all students in K-2 were observed explaining their thinking during the Math Talk and during the We Do and You Do portion of the lessons. We currently have 62.5% of the teachers receiving a basic rating for 3B questioning and discussion techniques and 37.5% of teachers receiving a Proficient for 3B questioning and discussion techniques. Teachers and students have been observed using the academic vocabulary during their instructional lessons and it is noted in the teachers' weekly lesson plans. SQRP data reveals that Pirie students scored in the 75th percentile for Reading and Math Growth as measured by NWEA Map reports. The data reveals the following about Reading attainment: 74th percentile for 2nd grade and 41st percentile for 3rd-8th grade. The data also reveals the following about Math attainment: 50th percentile for 2nd grade and 31st percentile for 3rd-8th grade. Our priority group data for African Americans reveals that our students ranked 78th percentile in Reading and 76th percentile in Math in the area of Growth.

Grade book grades are monitored by administration and the ILT to ensure students are receiving instruction following the Network 12 pacing guide and to ensure that the work is aligned to the CCSS. All teachers are required to administer a 5 week benchmark assessment that is aligned to what was taught every 5 weeks in the areas of Reading and Math. The teachers complete a data analysis report to identify standards that need to be re-taught and the levels of DOK that were addressed. If teachers did not have 80% mastery for a particular standard, they would need to re-teach and re-assess that standard.

The principal has provided time for teachers to lead professional development sessions during the staff improvement days, grade level meetings and/or Flex meeting days to share instructional resources that were obtained at the Teacher Summit meetings or Network 12 meetings. The Diverse Learning teachers have re-aligned the Social Science and Science setting to allow students to have access to the general education setting and instruction.

The principal has provided teachers with a Writing curriculum which includes specific guidelines on teaching writing which is aligned to the CCSS Writing standards and the Network 12 pacing guide. All teachers participated in a Writing professional development workshop and the teacher summit team presented to staff on incorporating Writing into the curriculum.

Five essentials data reveal that staff (88%) and students (95%) rated effective leaders at 76 out of 100 as well as supportive environment at 63 out of 100 which places the school in an overall rating of strong for these categories. In the area of effective leadership the ratings in the sub-categories are as follows: Program coherence: 76-strong, Teacher-Principal Trust: 55-neutral, Teacher Influence: 42: Neutral and Instructional Leadership: 73-strong. In the area of supportive environment, the overall rating was 63%: strong and the ratings in the sub-categories are as follows: Peer support for academic work: 64-strong, Academic personalism: 99- very strong, Safety: 38-weak, and Student-Teacher trust: 51-neutral. Five essentials data in the area of ambitious instruction reveal that reveal that we had 93 out of 100 feel very strong about instruction, however, students gave a low response for both English and Math instruction. Academic Press: 99- Very Strong and Quality of Student Discussion: 90-very strong. The ratings for 3c- Students Engagement reveal the following: 0% Unsatisfactory; 37.5% Basic; 62.5% Proficient; 11% Distinguished. The rating for 3a-Communicating with students is currently 100% for teachers receiving a proficient and for 3c-engaging students in learning we have 37.5% receiving a rating of basic and 62.5% receiving a proficient rating for this area.

Guide for Instruction

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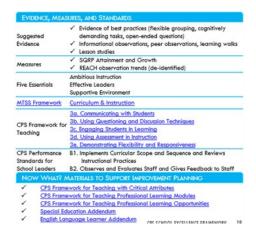
- Change instructional practice based on analysis of current data.
- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
- Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	

CPS SCHOOL EXCELLENCE FRAMEWORK   10

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

Guide for Balanced Assessment and Grading

Our gradebook policy for the 2017-18 school year is as follows: All gradebook categories must be updated each quarter to reflect the correct percentages for the weights and the categories must be updated to reflect the following: Categories include homework, assignments, quizzes, exams, and class participation. 15% for Homework, 20% for Assignments, 25% Quizzes, 30% Exams, and 10% Class Participation. The following grading scale must be used: 100-90=A, 89-80=B, 79-70=C, and 69-60=D, 59 and below=F. Letter grades may not be used to enter grades because the gradebook system will factor in the lowest percentage which will not be an accurate account of student progress. Only percentages can be entered for all types of grades. Encore Team: Students will receive grades in the following areas for Library and Music: Assignments, Class Participation, Quizzes, and Exams. For P.E., students will receive grades in the following categories, Preparedness, Class Participation, Exams, Quizzes. The Encore team will not give grades for Homework. The weights are as follows for Library, Music, and Art: 35%=Assignments, 30%=Exams, Quizzes=20%, and 15%=Class Participation. For P.E. the weights are as follows: 50%=Class Participation, 30%=Exams, 10%=Quizzes, and 10%=Preparedness.

Gradebooks must be updated by Monday of each week and will be monitored by administration on Tuesdays using the Network 12 checklist. All teachers may use the Pirie Gradebook Checklist each week to ensure you are up to date with entering grades for each subject area. The ILT designed a process for evaluating teachers' ability to maintain accurate records through the use of Gradebook. The ILT team will conduct bi-weekly gradebook audits to help monitor student progress and ensure teacher accountability for monitoring their gradebooks. Gradebook entries must include the CCSS noted at the top of each entry. The teachers' lesson plans include small group plans/activities based on their students' deficit area according to their current NWEA/TRC/mClass Math data. The small group lessons must be submitted to the principal with lesson plans and teachers must document progress of interventions on their templates. Teachers select their own assessments unless otherwise specified by Principal.

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 currently reveal the following: 0% Unsatisfactory; 50% Basic; 37.5% Proficient; 12.5% 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. All teachers are required to administer a 5 week benchmark assessment that is aligned to what was taught every 5 weeks in the areas of Reading and Math. The teachers complete a data analysis report to identify standards that need to be re-taught and the levels of DOK that were addressed. If teachers did not have 80% mastery for a particular standard, they would need to re-teach and re-assess that standard. The ratings for 1e- Designing Student Assessment reveal the following: 0% Unsatisfactory; 25% Basic; 75% Proficient; 0% Distinguished.

According to Dashboard data for 2017-2018, Week 5 percentage of grade distribution by core subjects are as follows: ELA- 5% have F's, 12% have D's, 20% have C's, 27% have B's and 36% have A's, Math- Less than 14% have F's, 14% have D's, 26% have C's, 29% have B's and 17% have A's, Science- 10% have F's, 13% have D's, 32% have C's, 33% have B's and 12% have A's and Social Science- 6% have F's and/or D's, 16% have C's, 50% have B's and 28% have A's. Based on the 20th Week data, we have 17 students failing one subject area, 8 students failing two subject areas, 1 student failing 3 subject areas.

SQRP data reveals that Pirie students scored in the 75th percentile for Reading and Math Growth as measured by NWEA Map reports. The data reveals the following about Reading attainment: 74th percentile for 2nd grade and 41st percentile for 3rd-8th grade. The data also reveals the following about Math attainment: 50th percentile for 2nd grade and 31st percentile for 3rd-8th grade. Our priority group data for African Americans reveals that our students ranked 78th percentile in Reading and 76th percentile in Math in the area of Growth.

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. Teacher and student goal setting sheets have been used to create individual student learning paths to encourage goal setting and to help students develop responsibility for their learning.
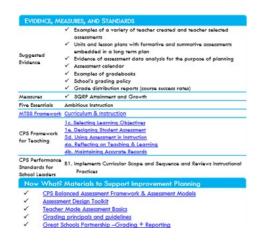
Guide for Balanced Assessment & Grading

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

decisions about a student's education.

- Measure, report, and document student progress and proficiency:
  - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
  - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Multi-Tiered Balance of Supports

Ratings for 3e- Demonstrating Flexibility and Responsiveness reveal the following: 0% Unsatisfactory, 25% Basic, 62.5% Proficient, 12.5% 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 20 reveals that 54% of the students are on-track compared to 47% of students on track in Week 20 of 2017. On track data is pulled every 5 weeks and discussed either in ILT meetings or in grade level meetings. According to Dashboard's 2017-18 Early Indicators Warning report for students in grades 1st-6th (210 students), we have 70.5% without any indicators (148 students), 23.3% with one indicator (49 students), 5.2% with two indicators(11 students), and 1% with 3 indicators (2 students). Our report reveals that we have 10% (21 students) receiving an F in Reading or Math based on the 23rd week of the 2017-18 school year. Attendance below 90%, we have 13.3% (28 students), and we have 13.3% (28 students) receiving misconduct reports as measured by Dashboard. Course success rates according to Dashboard states that the 2017-2018, Week 5 percentage of grade distribution by core subject are as follows: ELA- 5% have F's, 12% have D's, 20% have C's, 27% have B's and 36% have A's, Math- Less than 14% have F's, 14% have D's, 26% have C's, 29% have B's and 17% have A's, Science- 10% have F's, 13% have D's, 32% have C's, 33% have B's and 12% have A's and Social Science- 6% have F's and/or D's, 16% have C's, 50% have B's and 28% have A's. Based on the 20th Week data, we have 17 students failing one subject area, 8 students failing two subject areas, 1 student failing 3 subject areas.

All teachers have been trained on how to create and implement MTSS supports during their whole group and small group instruction. Students are grouped according to their NWEA RIT scores and/or TRC/mClass Math scores. All teachers utilize the compass learning program which creates a learning path for students in all grades. Teachers have additional Reading and Math resources to use for targeted instruction. All teachers have been trained by the ODLSS Network Administrators on how to use baseline data to create MTSS interventions and track their progress. Teachers also receive support from the related service team which includes the counselor, social worker, psychologist, nurse, speech therapist, and occupational therapist.

According to Dashboard On Track Data, the current attendance is 93.96% for Week# 23 which is slightly higher than last year's rate of 92.7%. 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 at risk data for chronic absenteeism is as follows: 19.47% at risk and 10.49% are at high risk. The data for chronic truancy reveals 17.3% at risk and 10.60% at high risk.

For MTSS support, all teachers must give a re-take of a quiz or ex805am if they do not have 80% mastery for their class. During the ILT learning rounds, the team has currently identified students who are off-track with the goal of determining the root causes of their academic struggles and provide interventions for teachers to use to close the achievement gaps. The small group lessons must be submitted to the principal with lesson plans and teachers must document progress of interventions on their templates. Extended day Reading and Math programs have been provided for all Kdg.-6th grade students. The counselor provided the Tier 1,2,3 data to all teachers so that they were aware of the students who needed MTSS support.

SQRP data reveals that Pirie students scored in the 75th percentile for Reading and Math Growth as measured by NWEA Map reports. The data reveals the following about Reading attainment: 74th percentile for 2nd grade and 41st percentile for 3rd-8th grade. The data also reveals the following about Math attainment: 50th percentile for 2nd grade and 31st percentile for 3rd-8th grade. Our priority group data for African Americans reveals that our students ranked 78th percentile in Reading and 76th percentile in Math in the area of Growth.

Five essentials data reveal that staff (88%) and students (95.%) rated collaborative teachers at 71% out of 100: strong as well as supportive environment at 63 out of 100 which places the school in an overall rating of strong for these catagories. In the area of collaborative teachers the ratings in the sub-categories are as follows: Collaborative practices: 86-strong, Collective responsibility: 59-neutral, quality professional development: 78-strong: school commitment 69-strong and teacher-teacher trust: 61 strong. In the area of supportive environment, the overall rating was 63%: strong and the ratings in the sub-categories are as follows: Peer support for academic work: 64-strong, Academic personalism: 99- very strong, Safety: 38-weak, and Student-Teacher trust: 51-neutral. Five essentials data in the area of ambitious instruction reveal that reveal that we had 93 out of 100 feel very strong about instruction, however, students gave a low response for both English and Math instruction. Academic Press: 99- Very Strong and Quality of Student Discussion: 90-very strong. The ratings for 3c- Students Engagement reveal the following: 37.5% of teachers receiving a rating of basic and 62.5% receiving a proficient rating for this area.

Teacher and student goal setting sheets have been used to create individual student learning paths to encourage goal setting and to help students develop responsibility for their learning.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.

- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as 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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

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**

Pirie is working towards creating a school-wide atmosphere that values learning and hard work. We have continued to implement a theme of "Champions" which emphasized on strong academic outcomes and positive behavior. We celebrate our academic accomplishments throughout the year with hallway displays, hallways parties, field trips, school performances and celebrating our student achievements with a year-end dance. Students earn weekly incentives for attendance, following the uniform policy, and for displaying positive behavior. All teachers discuss and set academic goals and measures with their students at the beginning of the year and track their progress throughout the year. Teachers utilize data boards showing student progress on NWEA, Dibbles, and TRC. Our 5th grade students have opportunities to participate in a Writing Club with one of our teachers during their lunch period once a week. These supports yielded a strong performance rating in the area of Supportive Environment as measured by the 2017 5 Essentials Survey report.

According to the 2017 Five Essentials Data, Pirie has a Strong Performance rating, with a score of 93 Very Strong, for Ambitious Instruction, which is an increase over our 2016 rating of Strong. The sub category ratings are as follows: English Instruction: Low Response, Math Instruction: Low Response, Academic Press: 96- Very Strong, and Quality of Student Discussion: 90-Very Strong.

According to the 2017 Five Essentials, Pirie has a Strong rating for Supportive Environment, with a score of 64. The sub category ratings are as follows: Peer Support for Academic Work: 64-strong, Academic Personalism: 99- very strong, Safety: 38-weak, and Student-Teacher Trust 51-neutral.

According to the 2017 Five Essentials Data, Pirie has a Neutral Strong rating for Collaborative Teachers, with a score of 71. The sub category ratings are as follows: Collaborative Practices: 86-strong, Collective Responsibility: 59-neutral, Quality Professional Development: 78-strong, School Commitment: 69-strong, Teacher-Teacher Trust: 61-strong.

In the CPS Framework for Teaching, Domain 2b, Establishing a Culture for Learning, 100% of Pirie teachers were rated as Proficient.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1   2   **3**   4

The Principal develops a personal relationship with all students (Pre-K to 6th). Administrators, Paraprofessionals, Teachers and the Security Officer serve as mentors and provide check-ins with students at various grade levels. Dr. McNeal, along with the behavior team worked to identify a group of at risk students to target for the after school mentoring program. As a result, the paraprofessionals provide after school mentoring with the boys and girls in grades 1st-6th.

Social emotional learning is integrated our daily instructional lessons. Restorative practices are used to enhance positive student interactions and promote positive student behaviors. Teachers participate in Social Emotional Professional Development to enhance their best practices in the area of respect and rapport as well as crisis management. The teachers began the school year building team capacity by creating a "Kudos" bulletin board.

All grade level teams have common planning times to encourage collaboration and consultation. Weekly grade level meetings occur to discuss data, policies, and expectations of Pirie. The Music teacher collaborates 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. The ENCORE team also 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.

According to the 2017 Five Essentials, Pirie has a Strong rating for Supportive Environment, with a score of 64. The sub category ratings are as follows: Peer Support for Academic Work: 64-strong, Academic Personalism: 99- very strong, Safety: 38-weak, and Student-Teacher Trust 51-neutral. According to the 2017 Five Essentials Data, Pirie has a Neutral Strong rating for Collaborative Teachers, with a score of 71. The sub category ratings are as follows: Collaborative Practices: 86-strong, Collective Responsibility: 59-neutral, Quality Professional Development: 78-strong, School Commitment: 69-strong, Teacher-Teacher Trust: 61-strong.

Currently, in the CPS Framework for Teaching, Domain 1B – Demonstrating Knowledge of Students 0% Unsatisfactory, 12.5% Basic, 37.5% Proficient and 50% Distinguished; 1C – Selecting Instructional Outcomes 0% Unsatisfactory, 12.5% Basic, 87.5% Proficient and 0% Distinguished and for Domain 2a, Creating an Environment of Respect and Rapport, 50% of Pirie teachers were rated as Proficient and 50% were rated as 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
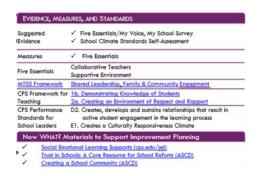
or reaching out to others).
- Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.

Evidence, Measures, and Standards

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

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 2016-2017 school year, Pirie offered CHeerleading, Yoga, Kindness Crafts, Science Club, Science Club, Chorus, Rock band, Boys to Men, Harvest Joy, Sports Camp, and Reading Adventures. Furthermore, 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.

Students provide input into school life through the Student Council, which has elected students from 3rd - 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 office. The Student Council has designed fundraisers to support Pirie and presented their ideas to the principal for approval. A fundraiser proposal was also submitted to all staff members as well as the LSC.

In 2017, 95% of our 6th grade students completed the My School, My Voice Survey. According to the 2017 Five Essentials, Pirie has a strong rating for Supportive Environment, with a score of 63, above the CPS average. The sub category ratings are as follows: Peer Support for Academic Work: 64-strong, Academic Personalism: 99-very strong, Safety: 38-weak, and Student-Teacher Trust 51-neutral.

In the CPS Framework for Teaching, Domain 1b, Knowledge of Students, 12.5% of Pirie teachers were rated Basic, 37.5% were rated Proficient, and 50% were rated Distinguished. For Domain 2a, Creating an Environment of Respect and Rapport, 50% of Pirie teachers were rated as Proficient and 50% were rated as Distinguished. As observed during REACH observations, 37.5% of our teachers were rated basic, 62.5% were rated Proficient 3C, Engaging Students in Learning.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues**.
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform

and impact school policy and decisions.
- Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
- Authentically **interact with civics leaders**
- Students learn about community, city, state, and national civic leaders and their roles in civil society.
- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1   2   **3**   4

Pirie has established a Safety Plan which instructs students on proper procedures during emergency situations. The following drills have been conducted: 3 Fire Drills, 1 Allergen Drill, 1 Shelter in Place, 2 Lockdown Drills, and 1 Tornado Drill. All staff members have been trained on safety procedures and each teacher maintains a folder and a handout with the ELSA drills. Security cameras are used to assist with monitoring students, inside the school building, and grounds.
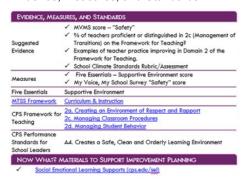
Since the implementation of CHAMPS and Second Step programs, Pirie has established school wide procedures for maintaining order in the classrooms and common areas. All students are now familiar with Voice Levels and what is expected at each level. Students engage in Social Emotional lessons through the Second Step program that help to create positive replacement behaviors. 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. Incentives are given for positive behavior each month through a lottery. Professional development in the area of Behavior Interventions was held in August to identify behavioral strategies that were working and what interventions were not working. A behavior intervention team was created which included teachers and PSRP staff. A student needs assessment was created and mentoring groups were established to address the students who frequently participate in acts of misconduct during the school year. PSRP staff along with teachers utilize SEL strategies to address the SEL needs of students. The social worker provides interventions with groups of students in a push in setting or outside of the classroom to enhance positive student to student relationships.

According to our 2017 5 Essentials data, our rating for Safety was considered Weak, with a score of 38. Under the section of Safety, with a score of 56 was reported that they felt Mostly Safe or Very Safe Outside around the school; with a score of 73 was reported that they felt Mostly Safe or Very Safe traveling between home and school; with a score of 59 reported that they felt Mostly Safe or Very Safe in the bathrooms of the school; with the score of 84 reported that felt Mostly Safe or Very Safe in the hallways of the school; with a score of 98 reported that they felt Mostly Safe or Very Safe in their classes. For Domain 2a, Creating an Environment of Respect and Rapport, 50% of Pirie teachers were rated as Proficient and 50% were rated as Distinguished. For Domain 2c, Managing Classroom Procedures, 100% of Pirie teachers were rated as Proficient. For Domain 2d, Managing Student Behavior, 75% of Pirie teachers were rated as Proficient and 25% were rated as Distinguished.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1   2   **3**   4

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 CIWP, 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. Current MTSS data shows that we have 3 students that have been identified as being off track for misconducts. Since the implementation of CHAMPS and Second Step programs, 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. Students engage in Social Emotional lessons through the Second Step program that help to create positive replacement behaviors. 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. Incentives are given for positive behavior each month through a lottery. Professional development in the area of Behavior Interventions was held in August to identify behavioral strategies that were working and what interventions were not working. A behavior intervention team was created which included teachers and PSRP staff. A student needs assessment was created and mentoring groups were established to address the students who frequently participate in acts of misconduct during the school year. PSRP staff along with teachers utilize SEL strategies to address the SEL needs of students. The social worker provides interventions with groups of students in a push in setting or outside of the classroom to enhance positive student to student relationships.

In 2017, 95% of our 6th grade students completed the My School, My Voice Survey, 13% higher than Chicago Public Schools student average of completion. According to the 2017 Five Essentials, Pirie has a Strong rating for Supportive Environment, with a score of 63%, equal to strong performance. The sub category ratings are as follows: Peer Support for Academic Work: 64%-strong, Academic Personalism: 99%-very strong, Safety: 38%-weak, and Student-Teacher Trust 51%-neutral.

To address the behavioral needs, the staff is continuing to implement the CHAMPS and Second Step programs to increase positive student behavior. All teachers have received training on both programs before the school year began and, through the use of teacher-trainers and network support, have received continued professional development. All teachers be observed using the Voice Level portion of the CHAMPS programs, showing program coherence.

Current data to support that the programs have had some positive effect are Domain 2a, Creating an Environment of Respect and Rapport, 50% of Pirie teachers were rated as Proficient and 50% were rated as Distinguished. For Domain 2d, Managing Student Behavior, 75% of Pirie teachers were rated as Proficient and 25% were rated as Distinguished.

According to Dashboard, so far for the 2017-18 School Year, we have had 104 use of consequences reported at Pirie. This includes 1 use of Detention (0.96%), 7 uses of out of school suspensions (6.73%), 90 uses of Instructive, Corrective Restorative Practices (86.54%), and 5 uses of other consequences (4.81%).

This year we have recorded 39 Group 2 misconducts, and 9 Group 3 misconducts. As of yet, we have not had any Group 4, Group 5, or Group 6 misconducts. Nine students account for 63% of these misconducts. We only have 7 out of school suspensions as compared to 43 at the end of last year.

The use of Restorative Conversations as well as the use of journaling has increased as compared to last year. Discussing incidents with parents and students has also greatly increased as compared to last year.

As of Week 20, we only have 3 students who are off-track for misconducts, an improvement over the previous year that reported 8 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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers

or staff.

Evidence, Measures, and Standards

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

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

Parent and Family Partnership:

Score

1   2   **3**   4

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

According to the 2017 Five Essentials, Pirie has overall increased from a 83 to 57 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: 52-neutral, Parent Influence on Decision Making in Schools: 66-strong.

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 were informed of grade level standards, grading policies, attendance expectations, and best practices. Parents are then given a Parent Handbook and an Attendance Handbook and invited to sign up for parent portal. All of this information was then posted on the school website so all parents can access it at any time. A Stem Family night event was held in the month of October and to promote literacy, parents had opportunities to purchase books from the Scholastic Book Fair for their children. For both family night events, we had more than 140 parents in attendance.

Pirie provides several opportunities for parents to engage with the school and other families via monthly participation in Parent Advisory Council (The PAC chooses topics for parent training and invites guest speakers to give information to parents) and the Local School Council. The Local School Council meets monthly and all parents are invited to participate. They are also invited to volunteer in the school. Parents receive agendas and the meeting times are posted on the marquee, hung on the school doors, and sent home in memos, the newsletter, and the monthly calendar.

At the last report card pick up, we had laptops set up so that parents could sign up for gradebook portal. As of February 27, 2018, we have 21% of students with at least one parent registered on Parent Portal. We had 87% of our parents attend our report card parent conferences.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.

- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
  - **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - Send regular, positive, personalized communication from a staff member.
    - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - **Provide proactive communication (e.g. parent handbook and resources).**
  - **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 **3** 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 **4** 5 ⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: 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: Instruction	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Based on our previous data trends, we have shown growth by 9%. However, based on our MOY 2018 NWEA Reading performance, our students did not have significant gains and we had some students who showed losses in their overall Reading score, and we would like to increase by 5% by the end of 2017-18.	66.00	75.00	80.00	85.00	88.00
National School Growth Percentile - Math					
Based on our MOY 2018 NWEA Math performance, our students did not have significant gains and we had several students who showed losses in their overall Math score. In light of this, we are projecting a 5% increase by the end of the 2017-18.	52.00	75.00	80.00	85.00	87.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Based on MOY NWEA Reading and Math data, our students have not shown significant gains so we are projecting our growth to include a 5% increase by the end of 2017-18.	53.50	58.50	63.00	68.00	73.00
African-American Growth Percentile - Reading					
Based on our previous data trends, we have shown growth by 9%. However, based on our MOY 2018 NWEA Reading performance, our students did not have significant gains and we had some students who showed losses in their overall Reading score. and we would like to increase by 5% by the end of 2017-18.	66.00	78.00	83.00	88.00	90.00
Hispanic Growth Percentile - Reading					
NA	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
NA	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					

NA	(Blank)	(Blank)	0.00	0.00	0.00

African-American Growth Percentile - Math

Based on our MOY 2018 NWEA Math performance, our students did not have significant gains and we had several students who showed losses in their overall Math score. In light of this, we are projecting a 5% increase by the end of the 2017-18.	52.00	76.00	81.00	86.00	90.00

Hispanic Growth Percentile - Math

NA	(Blank)	(Blank)	0.00	0.00	0.00

English Learner Growth Percentile - Math

NA	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

NA	(Blank)	(Blank)	0.00	0.00	0.00

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

Based on our 2017 NWEA EOY data, we only had 50% of our students in grades 3-6 achieve their Reading attainment goals. Based off our current MOY data, we had more than 50% of our students have a decrease in their attainment levels. We have shown less than a 10% increase in the past three years and our goal is to increase student attainment by 9% by June 2018.	33.00	41.00	50.00	60.00	70.00

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

Based on our 2017 NWEA EOY data, we only had 40% of our students in grades 3-6 achieve their Math attainment goals. Based off our current MOY data, we had more than 50% of our students have a decrease in their attainment levels. We have shown less than a 10% increase in the past three years and our goal is to increase student attainment by 9% by June 2018.	22.00	31.00	40.00	50.00	60.00

National School Attainment Percentile - Reading (Grade 2)

Based on our 2017 NWEA EOY data, we had 79% of our students in grade 2 achieve their attainment goals. We have shown less than a 10% increase in the past three years and our goal is to increase student attainment by 9% by June 2018.	57.00	74.00	79.00	84.00	89.00

National School Attainment Percentile - Math (Grade 2)

Based on our 2017 NWEA EOY data, we had 55% of our students in grade 2 achieve their Math attainment goals. We have shown less than a 10% increase in the past three years and our goal is to increase student attainment in Math by at least 6% by June 2018.	48.00	50.00	55.00	60.00	65.00

% of Students Making Sufficient Annual Progress on ACCESS

NA	(Blank)	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

Based on our Spring 2017 Attendance Data, we had a decrease in our attendance rate and we did not meet our end of the year attendance goal. By the end of this school year, our goal is to have 96% of our students in attendance for the year.	95.20	94.90	96.00	97.00	98.00

My Voice, My School 5 Essentials Survey

Based on our data results from the My Voice, My School Survey, our school received a rating of Well-Organized for the 2016-17 school year. Our goal is to maintain the rating of well organized and increase the amount of surveys completed by parents. We have not had more than 50% of our parents complete the survey.

(Blank) *(Blank)* *(Blank)* *(Blank)* *(Blank)*

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If teachers foster and encourage intellectual participation within the core disciplinary content	then we will see students engage in productive struggle and develop a deeper understanding of the content	which leads to students improving their agency, identity, and authoriy. This will lead to a 7-10% reduction in the percentage of students receiving a D or F in core subject areas, have at least 57% 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:
Classroom rigor, Curriculum alignment, Text complexity

Area(s) of focus:
1, 2

Action step	Responsible	Timeframe	Status
Develop a needs assessment for all teachers targeted to identify strengths and weaknesses as it pertains to the implementation of CCSS and creation of rigorous task.	Principal	Aug 27, 2018 to Aug 27, 2018	Not started

Rigorous tasks, Ccss

Based on the needs assessment, the ILT team will develop a professional calendar for the school year.	ILT Team	Sep 4, 2018 to Sep 7, 2018	Not started

ILT

The ILT will determine a monitoring system to determine if the new learning from the professional development workshops is being implemented.	Teachers Principal	Sep 4, 2018 to Sep 7, 2018	Not started

All teachers will be provided with the Curriculum Map for Reading and Math which outlines the standards that should be addressed each week.	Principal Teachers	Aug 27, 2018 to Aug 27, 2018	Not started

Curriculum maps, Curriculum planning

Teachers will continue to create joint lesson plans as well as collaborate on a weekly basis.	Teachers	Aug 31, 2018 to Jun 9, 2019	Not started

Planning, Collaborative teachers

The ILT team will meet during the ILT meetings to review the lesson plans following the monitoring tool.	Principal ILT	Sep 3, 2018 to Jul 19, 2019	Not started

Lesson plans

Administration will meet with all grade level teams during common planning time to review data and student work as outlined by the monitoring tool.	Teacher Principal	Sep 3, 2018 to Jun 21, 2019	Not started

Grade level meetings

Strategy 2

If we do...	...then we see...	...which leads to...
customize the learning environment to meet the needs of our learning path students and their learning styles, address pace and approach of teaching	empower students to advance their learning through agency	this will lead to a 7-10% reduction in the percentage of students receiving a D or F in core subject areas, have at least 57% of 3rd-6th grade students on track according to Dashboard Data, increase use of MTSS system in IMPACT and decrease necessity for re-teaching.

Tags:
MTSS, Data tracking

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Establish an MTSS Team and develop and implement a schedule of meetings for the year to address academic, behavior and attendance.	Principal MTSS Team	Sep 3, 2018 to Jun 21, 2019	Not started

MTSS, Calendar

The MTSS team will identify students in Tier 2 and 3 who are in need of interventions to help improve their attendance rate, academics, or behavior.	MTSS Team Attendance Team	Sep 3, 2018 to Jun 21, 2019	Not started

MTSS, Tier 2 & 3

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 Social Worker	Oct 5, 2018 to Jun 14, 2019	Not started

MTSS, Discipline

The MTSS team will monitor the interventions entered into IMPACT for students in Tier 2 and 3. The MTSS lead will meet with individual teachers to update student progress as needed.	MTSS Team	Sep 3, 2018 to Jun 21, 2019	Not started

Tier 2 & 3

The ILT will determine a monitoring system to determine if Tier 1 instruction is effective.	ILT MTSS Teachers	Sep 3, 2018 to Jun 21, 2019	Not started

Tier 1, Monitoring

The attendance committee will create a schedule to meet once a month to review student attendance data and identify strengths and areas of concern.	Attendance Committee	Aug 29, 2018 to Aug 29, 2018	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
create a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students	screening, diagnostic and/or progress monitoring assessments to correctly identify specific gaps and monitor improvements, especially for Tier 2 and 3 students	a 7-10% reduction in the percentage of students receiving a D or F in core subject areas and 100% of all teachers entering in grades according to the gradebook policy.

Tags:
Grading, Assessment policy

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Have the 5 week assessment design according to the Network 12 Pacing Guide prior to the start of the 5 week instructional cycle	Teacher, Principal and ILT	Sep 3, 2018 to Jun 21, 2019	Not started

Grading

Teachers will create the benchmark assessments by the end of the prior 5th Week cycle. For example, the 10th Week benchmark assessment must be created by the end of the 5th Week cycle.	Teachers	Aug 31, 2018 to May 31, 2019	Not started

Data driven instruction

The ILT team will create a schedule of dates for teachers to follow for the creation and implementation of the benchmark assessments. The schedule will also include when the benchmark assessment data results are due to administration.	ILT	Aug 29, 2018 to Aug 29, 2018	Not started

Action Plan

Strategy 1

NOT STARTED

Develop a needs assessment for all teachers targeted to identify strengths and weaknesses as it pertains to the implementation of CCSS and creation of rigorous task."

Aug 27, 2018 to Aug 27, 2018 - Principal

Status history

Apr 17

NOT STARTED | Apr 17, 2018
Evidence
Opening Week

NOT STARTED | Based on the needs assessment, the ILT team will develop a professional calendar for the school year."

Sep 04, 2018 to Sep 07, 2018 - ILT Team

Status history

Apr 17

NOT STARTED | Apr 17, 2018
Evidence

Professional Development Calendar

NOT STARTED

The ILT will determine a monitoring system to determine if the new learning from the professional development workshops is being implemented."

Sep 04, 2018 to Sep 07, 2018 - Teachers Principal

Status history

Apr 17

NOT STARTED

Apr 17, 2018
Evidence
Evaluations from teachers are after PD presentation, grade book audits, REACH observations, learning rounds, check in visits and lesson plans

NOT STARTED

All teachers will be provided with the Curriculum Map for Reading and Math which outlines the standards that should be addressed each week."

Aug 27, 2018 to Aug 27, 2018 - Principal Teachers

Status history

Apr 17

NOT STARTED

Apr 17, 2018
Evidence
The weekly lesson plans will follow the scope and sequence of the CCSS for Reading and Math.

NOT STARTED

Teachers will continue to create joint lesson plans as well as collaborate on a weekly basis."

Aug 31, 2018 to Jun 09, 2019 - Teachers

Status history

Apr 17

NOT STARTED

Apr 17, 2018
Evidence
Teachers will submit lesson plans by Sunday and submit collaboration logs.

NOT STARTED

The ILT team will meet during the ILT meetings to review the lesson plans following the monitoring tool."

Sep 03, 2018 to Jul 19, 2019 - Principal ILT

Status history

Apr 17

NOT STARTED

Apr 17, 2018
Evidence
All teachers will get the lesson plan monitoring tool.

NOT STARTED

Administration will meet with all grade level teams during common planning time to review data and student work as outlined by the monitoring tool."

Sep 03, 2018 to Jun 21, 2019 - Teacher Principal

Status history

Apr 17

NOT STARTED

Apr 17, 2018
Evidence
Grade level agenda and peer feedback

Strategy 2

NOT STARTED

Establish an MTSS Team and develop and implement a schedule of meetings for the year to address academic, behavior and attendance."

Sep 03, 2018 to Jun 21, 2019 - Principal MTSS Team

Status history

Apr 17

NOT STARTED | Apr 17, 2018
Evidence
MTSS Meeting Agendas

NOT STARTED

The MTSS team will identify students in Tier 2 and 3 who are in need of interventions to help improve their attendance rate, academics, or behavior."

Sep 03, 2018 to Jun 21, 2019 - MTSS Team Attendance Team

Status history

Apr 17

NOT STARTED | Apr 17, 2018
Evidence
Early Warning Dashboard Data

NOT STARTED

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."

Oct 05, 2018 to Jun 14, 2019 - MTSS Team Teachers Psychologist Counselor Social Worker

Status history

Apr 17

NOT STARTED | Apr 17, 2018
Evidence
Behavior Intervention Log, Number of Discipline Referrals, Teacher Anecdotal Records, MTSS Meeting Agendas

NOT STARTED

The MTSS team will monitor the interventions entered into IMPACT for students in Tier 2 and 3. The MTSS lead will meet with individual teachers to update student progress as needed."

Sep 03, 2018 to Jun 21, 2019 - MTSS Team

Status history

Apr 17

NOT STARTED | Apr 17, 2018
Evidence
MTSS monitoring tool

NOT STARTED | The ILT will determine a monitoring system to determine if Tier 1 instruction is effective."

Sep 03, 2018 to Jun 21, 2019 - ILT MTSS Teachers

Status history

Apr 17

NOT STARTED | Apr 17, 2018
Evidence
Learning Rounds, Lesson Plans, Gradebooks, 5th Week Benchmark Assessments

NOT STARTED

The attendance committee will create a schedule to meet once a month to review student attendance data and identify strengths and areas of concern."

Aug 29, 2018 to Aug 29, 2018 - Attendance Committee

Status history

Apr 17

NOT STARTED | Apr 17, 2018
Evidence
Student Attendance in IMPACT

Strategy 3

NOT STARTED | Have the 5 week assessment design according to the Network 12 Pacing Guide prior to the start of the 5 week instructional cycle"

Sep 03, 2018 to Jun 21, 2019 - Teacher, Principal and ILT

Status history

Apr 17

NOT STARTED | Apr 17, 2018
Evidence
Data analysis protocol will be submitted with the assessment prior to the 5 week instructional cycle

NOT STARTED

Teachers will create the benchmark assessments by the end of the prior 5th Week cycle. For example, the 10th Week benchmark assessment must be created by the end of the 5th Week cycle."

Aug 31, 2018 to May 31, 2019 - Teachers

Status history

Apr 17

NOT STARTED | Apr 17, 2018
Evidence
The teachers will complete the Benchmark Data Analysis protocol forms for Reading, Math, and Writing and submit to the Principal.

NOT STARTED

The ILT team will create a schedule of dates for teachers to follow for the creation and implementation of the benchmark assessments. The schedule will also include when the benchmark assessment data results are due to administration."

Aug 29, 2018 to Aug 29, 2018 - ILT

Status history

Apr 17

NOT STARTED

Apr 17, 2018
Evidence
The data analysis forms will be submitted to the principal and reviewed with all teachers during grade level meetings. Teachers will bring graded assessments to the meetings to review student results.

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

◎ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

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

The NCLB organizational meeting and annual meeting is held at the beginning of the school year (September 27, 2018) 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. Our Network 12 Representative will also come out and meet with parents to answer any questions they may have about facilitating the PAC monthly meetings. He will also explain to parents how the Network supports parents during the Regional Parent meetings that are held each month. Parents who are not able to attend the monthly meetings may also participate via conference calls.

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

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.

All district wide results will be shared with parents/guardians during the Open House State of Address meeting which will be held during the 3rd week of school in September.
Parents will also be provided with the data in a handout during the meeting. The PARCC, TRC/DIBELS, mClass Math, ISBE Science Test, and NWEA 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 as measured by TRC/Dibels, mclass Math, and NWEA results. Goal setting meetings with parents at the specific grade levels will take place to address the goals set for students.

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

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 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 goals for Reading and Math for all grade levels. Students will also complete Student Goal sheets every quarter for Reading and Math Quarterly Grades, Attendance, Conduct, and achievement on District Wide Assessments.

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

Parents 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. Teachers will also provide training for parents at the PAC meetings.

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

Parent surveys will be created to get suggestions from parents on what types of educational programs they would like to see during the year as well as express their needs on what types of parent training programs they would like to participate in during the school year. This information will be reviewed with staff, LSC, and PAC parents which will guide the leadership team in planning educational programs for the students and parents. Parents will also be asked to evaluate the current educational and recreational programs their children have participated in during the school year. Parents will be given a choice to complete an online survey evaluation which will help increase parent participation.

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

Our Pre-K teacher will conduct parent workshops during the school year to keep parents abreast of what our Pre-K students are learning and they will receive resources to help their children at home. Goals will be discussed quarterly with Pre-K and Kdg. parents during parent conferences or parent meetings so that parents are aware of their child's progress and student goals.

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

School 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 by our librarian. If any notifications need to be sent out in another language that is made available through CPS, we will send it home as needed. Classroom teachers may also utilize the class dojo communication tool to send home notifications to their parents. We will also highlight our school's accomplishments and events by adding them to the Greater Chatham community newsletter that goes out every month.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑
In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

N/A

School-Parent Compact   Complete

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

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 or the classroom dojo app. Conferences are held with parents regarding the progress of the MTSS interventions given for students in all grade levels. Teachers will also send home graded papers bi-weekly for parents to review student work completed in the classrooms.

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 or hold conferences during the Prep periods if needed. Conferences will be held in the classrooms or in the main office with administration. Teachers will keep track of all phone and in person conferences on a parent contact log.

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

Parents may volunteer in the school only after the on line 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. Pre-K parents will be asked to sign up for volunteering in the classroom during the school year. The teacher will set up a volunteer schedule for the school year for all Pre-K parents.

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

Parents will receive a Parent Attendance Handbook highlighting all attendance procedures and incentives. Parents will receive an automated phone call each time their child is absent reminding them to return the reason for 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 or clerk regarding students who have more than two tardies and/or absences per week. Teachers will also contact parents regarding student absences and to get updates from parents regarding their child's illness or absence.
Completion of homework and classroom assignments will be communicated in the student homework planners for grades 2nd-6th. Pre-K, Kindergarten, and 1st grade 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. Parents also check the gradebook portal for student progress.

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, the counselor or any member from the Diverse Learning team 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 staff members 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. A parent suggestion box will be placed in the main lobby for parents to express their concerns.

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 will also set goals for themselves by completing a Student Goal Setting Sheet for Reading and Math Quarterly goals, Attendance, Conduct, and for district wide assessments. Students in grades 2nd-6th are expected to write down all assignments that need to be completed in order to be prepared for each class and parents must sign the planners each night verifying the completion of homework. Parents may be asked to sign reading logs in the Primary Grades based on the Reading goals the teachers have set for the school year.

Parent Budget   Complete

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

Our goal is to provide parent training in the areas of Literacy, Math, Social & Emotional, School Safety, and/or Health Education beginning in October. These topics have been suggested by this year's P.A.C. members. Parents also want to participate in workshops that will provide them strategies to use at home to help prepare their children for the district wide assessments. The parents will be given a survey to complete in September requesting their input on selecting a meeting date and time as well as what resources/trainings they would like to see during the monthly P.A.C. meetings. Our goal is to increase parent involvement at the monthly P.A.C. meetings by having at least 10 or more parents attend the monthly meetings.

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

Account(s)	Description	Allocation

| 51130, 52130 | **Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $ [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.	$	Amount	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	Amount	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	1590	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	Amount	.00
54205 **Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.		$	Amount	.00
54565 **Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.		$	Amount	.00
53510 **Postage** Must be used for parent and family engagement 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