



Helen Peirce International Studies ES / Plan summary

## 2018-2020 plan summary

### Team

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### Team meetings

Date	Participants	Topic
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12/06/2017	All PYP Teachers	Review SEF
12/07/2017	All MYP Teachers	Review SEF
01/28/2018	Joe Dunne Parent Focus Group	Review School Themes/Priority Areas
02/04/2018	Eilene Edejer Parent Focus Group	Review School Themes/Priority Areas
01/09/2018	FOP Focus Group	Review School Themes/Priority Areas
02/15/2018	LSC Focus Group	Review School Themes/Priority Areas
01/12/2018	Admin Parent Focus Group	Review School Themes/Priority Areas
03/12/2018	Amaro, Brugman, Kolontouros, Lebovitz, Lerner, Riemer, Sandoval, Zaimi	Finalize SEF
03/16/2018	All Teachers - Committee Meetings	Feedback around school priorities
03/19/2018	Amaro, Brugman, Kolontouros, Lebovitz, Lerner, Riemer, Sandoval, Zaimi	Finalize Priorities, Score SEF & Assign Roles
04/02/2018	Amaro, Brugman, Kolontouros, Lebovitz, Lerner, Riemer, Sandoval, Terzian, Zaimi	Set Goals & Begin work towards action steps
04/11/2018	All Teachers - Committee Check In	Develop Action Steps
04/18/2018	Amaro, Brugman, Kolontouros, Lebovitz, Lerner, Riemer, Sandoval, Zaimi	Review Action Steps
04/24/2018	All Teachers - Committee Check In	Final feedback around Action Steps
04/05/2018	Amaro, Brugman, Kolontouros, Lebovitz, Lerner, Riemer, Sandoval, Terzian, Zaimi	Finalize Goals
04/19/2018	LSC Meeting Members	Shared draft of CIWP
05/02/2018	LSC Meeting Memebers	Review Final CIWP

**Leadership & Collective Responsibility:**

Score

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.

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Peirce School is an IB World School with an authorized Primary & Middle Years Programme. The IB Program encourages inquiry based learning and a focus on the whole child through the IB Learner Profile. Peirce School underwent a change in leadership in July of 2015, My Voice My School survey results under the previous administration along with survey results under the current administration indicate that collaborative teachers and effective leaders are areas of improvement, during the summer of 2017 a focus group of teachers was held and recommendations were made to improve both areas. Through changes to our scheduling structure for teacher directed and flex PD day, time was allocated for teachers to serve on committees, including the PPLC, PPC, RTI, PBIS, Wellness, Social, PYP & MYP Implementation Teams and the admin team. These teacher-led teams are instrumental in developing collective responsibility and ownership for the success of the school. In addition, there has been an increase in the number of staff members who are leading professional development for Peirce teachers, teacher leaders who attend district and network PD and then share back their learning with the staff, three teachers along with an administrator are participating in the districts restorative practices certification process and leading PD for teachers at Peirce. These are a few of the many examples of where staff are assuming leadership and collective responsibility.

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

### Instructional Leadership Team:

Score

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.

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The Peirce ILT is rooted in a staff led committee process, whereby all Peirce teaching staff is on one of the following: MTSS, PBS, PYP, MYP, EL, Wellness, and Arts. These committees meet on a monthly basis for 60 minutes, and are rooted in goals tied to the CIWP that are developed at the beginning of the school year. The Peirce Primary Years Programme Team supports the continued implementation of the Primary Years Programme. The team reviews the International Baccalaureate Standards and Practices, Policies, Instruction focused on the Transdisciplinary Themes, Conceptual understandings, CCSS and NGSS, and Inquiry. The Middle Years Programme Team meets monthly to support the implementation of the Middle Years Programme. The team reviews the IB Standards and Practices, and plans and facilitate professional development. In the future the two teams will come together to support the IB throughout the building. In addition, Peirce and Senn HS have ongoing meetings to review the MYP partnership.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"><li>✓ ILT Effectiveness Rubric Score</li><li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li><li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li><li>✓ Teacher team agendas/minutes reflective of ILT focus</li></ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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	
	<ul style="list-style-type: none"><li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li><li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li></ul>

### Professional Learning:

Score

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.

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Our school schedule provides for common preps and/or lunch periods for teachers at each grade level as well as our Specialists. Currently, teachers meet weekly in grade level teams to analyze formative/summative assessments, closely examine student data to determine implications for instruction, build understanding of the IB Standards and Practices, and Reflect on the implementation of Restorative practice. In addition, teachers meet vertically (across grade levels) 1-2 times per quarter and the CPS calendar allows for professional development days for further teacher collaboration and PD. Additionally, teachers voted to restructure flex time throughout the year, which created six, 1.75hour after school planning days to increase collaboration across grade levels. The admin team develops a grade level meeting and PD plan for the year, which is regularly revised to ensure alignment to CIWP priorities. Much of the time during the 2016-2018 was dedicated to Balanced Assessment and Grading, the Implementations of Restorative Practices, and differentiation through our Multi-Tiered Systems of Support. In the coming 2018-2020 cycle, we will focus on Instruction, MTSS and Restorative Practices. Since much work has already been dedicated to the development of our IB Units in PYP and MYP, we will be shifting our focus to Instruction, with specific emphasis on assessment, differentiation and rigorous tasks.

Currently Flex Day Professional development time is spent with PYP teachers meeting in vertical teams and MYP Teachers meeting in Subject Area Teams, to develop and analyze teacher created summative assessments, to review/revise and provide feedback on IB unit plans. PYP extended planning sessions focus solely on unit planning, assessment, and reflection.

Teachers and staff have many opportunities to take part in ongoing professional learning both within and outside the school. In addition to providing official IB training for staff each year (as needed), we have continued to utilize Lesson Study cycles to examine teaching and learning. This model brings teachers together to develop unit plans, observe teaching and discuss student learning. During the 2016-2018 school years Peirce teachers have participated in the observation of a research lessons at Peirce and other CPS schools as well as developed research lessons and taught lessons in front of peers. We will continue our work with Lesson Study during the 2018-2020 school years to help us improve our teaching practices within the IB Framework.

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback: surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### 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

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Students at Peirce engage in classes such as Music, Art, Dance, Physical Education, and Spanish, during the 2017-2018 school year there was an increase in art based classes offered to middle school students. Most grade levels have a daily common preparation period with the exception of one grade level during the 2017-2018 school year, ideally all grade levels will have a daily common preparation period, but extended planning has been provided to supplement. We have several community resources to support counseling and social emotional needs of our students - C4, Alternatives and Loyola University provide additional personnel to support the use of restorative practices, individual and group counseling. At a variety of grade levels our teaching staff provides small group academic support after school to students in small groups. Our After School All Stars classes and school-funded after school programs are designed to provide students with out of school time activities, program offerings include but are not limited to Sports, Bollywood Dance, Art and Theatre programs. As we continue our implementation of the PYP IB Program, additional resources will need to be brought in to support units - examples include trade books and arts partners. Every grade level - PK-8th grade - has a partnership (arts, ACE, readers theater) to support the learning through our inquiry units. Our goal is to maintain an arts partner at every grade level to support our units of study.

### Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

**Curriculum:**

Score

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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.

Through the implementation of the PYP, the staff continues to develop an academically rigorous curriculum that promotes global mindedness and social emotional development. Teachers have developed a coherent Programme of Inquiry, with rich unit plans and student centered assessments and learning experiences. The MYP has been revising and refining their curriculum through the use of ManageBac. Peirce teachers, in partnership with Senn, are working to develop a horizontally and vertically aligned approach to the Approaches to Learning Skills, Service Learning and the teaching of Global Contexts. As a school we are also working on ensuring that our curriculum is affirmative, inclusive and culturally relevant for all of our students.

Through the work of the EL committee and future professional development, we will continue to support teachers in writing language targets for ELs, planning supports for ELs to access content, and delivering ESL-embedded instruction to consistently develop English language proficiency.

Teachers in K and 1st are in their second year using the PMI math curriculum, which is CCSS-aligned and structures lessons to promote inquiry, discourse, and the standards for math practices. Most teachers in 3rd - 5th now use Mathematics International/Sansu Math, which has a scope and sequence and instructional method aligned with PMI. Teachers will continue to be supported as they gain experience implementing these curricula, through grade-level planning, individual coaching, professional development opportunities, and/or lesson study. MYP teachers continue to use Connected Math and online learning platforms/individualized instruction.

We are still working on developing portfolios that show students learning across the curriculum, developing a consistent model for the sharing of student work, and the standardization of assessment. We need to further develop our Tier 2 and Tier 3 academic and behavioral supports, as well identify common teaching strategies that promote best practices in instruction and enable students to successfully complete rigorous tasks.

**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	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

### 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

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As we continue implementation of the IB Program, we will need to bring in additional instructional materials to support the learning experiences and assessments that our teachers and students engage in - this includes an increased collection of trade books and e-resources. Teachers use a variety of diverse materials as part of math instruction. All students K-5 use curriculum books and/or math journals to organize thinking and record new learning. In K-2, all students have math manipulative kits aligned with the curriculum. Students use ST Math to practice standards-based skills and concepts. Teachers have begun to include other modalities into their math instruction including math talks and math games; these practices should continue to be developed in the future. Our Special Education model has undergone changes, moving towards the use of increased inclusion practices, with this change may come the need for additional resources for our diverse learners. Our Response to Intervention team continues to refine the approach that we take to differentiating instruction for all learners - we need to further look into appropriate intervention and progress monitoring tools which may include further expansion of our Wilsons Reading Program and the consideration of using Fountas and Pinnell for reading bench marking. As our school demographics change, we have seen an increase in the number of students entering the school ready to learn - being at or above grade level, we need to also examine the instructional materials that we have for students scoring in the top quartile on standardized assessments. We are very close to being 1:1 with tech devices to students, we will continue to make technology purchases and continue with subscriptions such as News ELA, Imagine Learning, Time for Kids, National Geographic Kids, etc.

## Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**



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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ Universal Design for Learning Guidelines 2.0</li> <li>✓ UDL PD Modules</li> <li>✓ CPS Integrated Library System (S.O.A.R.)</li> </ul>

### 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)

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Teachers demonstrate the belief that all students can learn, through creating an environment where students have responsibility to produce high-quality work (1d, 2b, and 3c are not areas for concern across school). Updates in our math curriculum and instructional strategies align with the key shifts in mathematics according to CCSS and Standards for Mathematical Practice, as evidence by regular implementation of tasks requiring the construction of mathematical reasoning and critiques of other possible solutions. In literacy, tasks embed reading and writing across the curriculum, especially with regard to interdisciplinary science and social studies units (e.g., 6th grade students writing a brochure to persuade the public about the impact of an Earth system on the community). Debate and Argument Centered Education program in 5th grade and MYP emphasize citing evidence from text and writing to sources. Teachers and administration have begun to meet to plan a clear vision for literacy instruction in primary/elementary to better align with key shifts in literacy instruction. Students have regular opportunities to create regular work for authentic audiences as part of the IB curriculum. Moving forward, conversations in grade level meetings, with lead teachers/IB coordinators, and with administrators should continue to be grounded in analysis of the level of rigor/complexity and degree of student ownership of instructional tasks.

### 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	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In: Do Classroom Assessments Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SQIP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

### Transitions, College & Career Access & Persistence:

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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)

Peirce School has a process in place to support 8th grade students through every stage of the high school application process. The school provides a GOCPS informational session for 7th and 8th grade students and parents on the different types of high schools, eligibility criteria, and application timeline. The GOCPS high school informational session is held during Open House so that parents and students have an opportunity for information on the high school process. High School Coaches are provided to each 8th grade student to help them through the process. Peirce hosts a high school fair inviting different types of high schools such as magnet, selective, IB, college/career, military, private, and charter to provide an opportunity for families to explore their high school options. Peirce and Senn work together to coordinate visits to Senn High School. All eligible 8th grade students have access to 8th Grade Algebra. Students explore a variety of careers through Career Day. Naviance is an online college and career readiness tool that will be implemented starting at the beginning of each school year. This is a tool that will support 6th, 7th, and 8th grade students in their exploration of colleges, careers, and also to work on an Individual Learning Plans.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MISSE 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	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Authority Framework</li> <li>✓ Transition college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSB, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other

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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.

Nearly all Peirce teachers are rated in the Excellent and Proficient ranges on the REACH framework. General domains of focus, according to formal and informal observations, are 3b (Questioning), 3d (Assessment), and 3e (Flexibility & Responsiveness). Teachers plan questions and “provocations” collaboratively when creating IB unit plans, but lessons sometimes lack the variety of questioning necessary to challenge students cognitively and advance high level thinking and discourse. In SY18, questioning has not been a school-wide focus for PD and teacher/team planning time, so this may be a topic to focus on in SY18-20. Teachers use a variety of formative instruction in daily lessons. Staff have regularly met in grade level meetings and PD sessions to analyze/reflect on uses of formative assessment in their classrooms as well as throughout the school. Still, there are few instances of students creating assessments and/or assessing peers, as defined by distinguished criteria of domain 3d. Teachers have increasingly developed ways to allow multiple pathways for students to demonstrate understanding of content, especially with regard to IB units. This work should continue in SY18-20, with increasing opportunities for students to have “voice and choice” in their assessments. In math, assessments have traditionally been unit tests; work was done this year to adapt and revise unit tests to be more closely aligned with learning objectives. Finally, feedback from REACH observations has shown flexibility and responsiveness to be an area of growth schoolwide. This has not been an area of focus of PD this year, but can easily be emphasized as part of ongoing structures such as Lesson Study and Inquiry Walks.

## 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)
Evidence	✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SGRF 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

### Balanced Assessment & Grading:

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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.

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Balanced assessment and grading is evident in many classrooms. A school wide common grading policy has been developed for the school, and the specialists developed one for their classes. Teachers in grade levels meet on regular basis to ensure consistency in grading practices. Teachers collaborated to develop commons summative assessments, as well as to discuss and develop formative practices that will ensure students success on those summatives. Within the development of these assessments, teachers have thought about the “look and feel” of them in order to support the diverse needs of all students. Teachers at all grade levels participate in the regular review of data both informally and formally. The MTSS team has created systems to identify and support students at all grade levels for Tier 2 and Tier 3 supports. The development of rigorous tasks that allow for student agency, identity, and authority is an ongoing practice at all of the grade levels. The development of a school wide aligned scope and sequence to the CCSS, NGSS, and PYP and MYP objectives is necessary.

### 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	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
4.b. Maintaining Accurate Records	
CPS Framework for Teaching	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	CPS Performance Standards for School Leaders
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### 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.

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The Response to Intervention (RTI) Committee includes the two Interventionists and a teacher representative from each grade level K-8th. This Committee focuses on identifying and monitoring the students who are receiving targeted academic interventions in Tier 2 and Tier 3 by reviewing the implementation of interventions and progress monitoring. The RTI Committee continues to build school structures in Tier 2 and Tier 3 interventions and progress monitoring by refining process and procedures for students who require academic interventions. At this time, Tier 2 interventions in Reading and Math in grades K-5 are provided as part of the Literacy and Math blocks. In grade 6-8, Tier 2 and Tier 3 interventions in Reading and Math are delivered during Learning Communities, a daily dedicated academic differentiation block. In School Year 2018, 1.5 Interventionist positions were created and funded. The two teacher Interventionists have delivered targeted Reading interventions for students in Tier 3 in grades K-3 using the Great Leaps Reading program. ST Math, a school wide Math program was funded in 2017. It is used as part of the Tier 1 Math program in grades K-5, and as a Tier 2 and Tier 3 intervention in grades K-8. In addition to the RTI Committee, the school also has a Positive Behavior Supports (PBS) Committee and a Behavioral Health Team (BHT) which focuses on social emotional learning and individual and group counseling and targeted social emotional interventions. The PBS Committee is comprised of the School Counselor, the Principal, and one teacher from grades K through 8. The PBS Committee focuses on implementing schoolwide positive behavior support structures. The BHT is comprised of the School Counselor, the School Psychologist, the Principal and Case Manager. The BHT receives and reviews referrals for students who are in need of Tier 2 and Tier 3 social emotional supports. Tier 2 students are receiving support through structures such as small group counseling or check in, check out. Students are provided a point person to review their goals in the morning and to reflect on their progress at the end of the day. Tier 3 students have specific behavior plans that are tailored to meet their needs and build in specific positive incentives for meeting targeted goals, some tier 3 interventions include individual counseling. Peirce partners with Asian Human Services and C4 to provide on-site individual counseling to students who are enrolled in their programs. The PBS and BHT teams, along with grade level teachers, regularly monitor student behavior, attendance and grades through the School Data Sheet. Both Academic and Social Emotional Interventions are documented in the MTSS Logging Tool. The school uses Second Step from PK-8th grade for our Tier 1 Social Emotional Curriculum and has begun implementing restorative practices such as Talking Circles as part of the tier 1 SEL curriculum. Priorities for the RTI Committee continue to be refining understanding of Interventions, and how to implement them and progress monitor. As funding allows, the purchase and implementation of a school wide Progress Monitoring tool is needed.

### 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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

Score

1 2 3 4

The International Baccalaureate (IB) Framework has unified the culture for learning around shared norms and meaningful interactions. Our work within the IB program is not just about academics but about perseverance and the ability to work through challenging situations. As a school, we utilize Second Step (PK-8) and Education through Music (PK-1) to support Social Emotional Learning, these programs have given students tools to work through difficult interactions and situations. While we embrace growth mindset and want our students to be their best, we need to continue to identify ways to support students who require more attention or do not have the confidence in themselves to do their best at all times. Students that need additional supports participate in a check-in and check-out system with staff members in the building. Quarterly Learning Celebrations are in place for all students in 6th-8th grades, and in K-5 students receive awards based on the Learner Profile. There is a renewed focus on the use of Restorative Practice and a decrease on the use of punitive consequences (i.e. suspension and detentions). With this new focus comes a need to support our staff in what Restorative Practices mean and how they should be used when working with our youth. A few staff members are attending RP workshops and are a part of cohort, where then they bring the learning back to the staff through professional developments in the school. A common language around the use of restorative practices and common behavioral expectations across the school has been developed, but additional supports are still needed throughout the school. We need to continue develop strategies school-wide to help students value and fulfill their commitments in order to persevere. The message that all students can and will succeed with support is a message that we need to continue to send to our students, teachers, parents and community members. Some teachers are developing pathways for students to do more self- and peer- assessment, but this process needs to be fully integrated into all classrooms in the school to allow for more agency, identity, and authority.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
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	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/te)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### 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

### Score

1 2 3 4



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.

The 2017 My Voice My School report indicates a “neutral” rating of student-teacher trust. Individual question responses reveal safe and respectful student-teacher relationships. For example, over 90% of students agree or strongly agree that they feel “safe and comfortable” with their teachers, and that their teachers “treat [them] with respect.” Student interactions are mostly respectful, supportive, and welcoming. Results of a student survey show that about 90% of 3rd - 8th grade students feel safe among their peers. 82% of 3rd-5th graders believe their peers are welcoming of all students, while 76% of 6th-8th graders believe this. A recommendation for improvement might include a plan that involves students intentionally developing supportive relationships with their peers (e.g., older students mentoring younger students, a student “welcoming committee” that helps new students get to know the school and their peers).

We have more work to do to ensure all students have at least one trusted adult in the school. Results of a student survey show only 70% of 3rd-5th grade students, and only 54% of 6th-8th grade students, have identified a trusting adult at school. Recommendations for improvement include fine-tuning our “Check-In/Check-Out” (CI-CO) system so that we continue to identify students throughout the academic year and regularly evaluate the effectiveness of ongoing CI-CO relationships. 2017 MVMS results show a “weak” rating for collaborative teachers. As a result, a teacher-led focus group recommended the following to improve in this area: validating staff opinions, following through on all initiatives, honesty and transparency in decision making, actively discouraging gossip, teacher input into topics to be discussed in grade level meetings, and teacher-led professional development. Staff should evaluate the progress made in SY17 on these efforts and refine a plan for improving collaboration and trust for the upcoming school year.

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> <li>✓ <a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a></li> <li>✓ <a href="#">Creating a School Community (ASCD)</a></li> </ul>

### 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

Students have a wide range of activities from which to choose through the After School All-Stars (ASAS) programs and extracurricular athletic teams over half of our student body participate in some form of after school program on-site. Several tuition-based programs are also offered on site and during the 2016-2018 school years a fee-based band program was added to the offerings available..

The IB program places an emphasis on service and action - these components have been embedded into teachers' unit plans and over the last two years, we have seen an increase in student-led initiatives as they relate to service and action. While there has been progress made, we have work to be done and will continue to develop opportunities for student voice in IB unit planning. We would like to see more students engaging in service projects (regardless of how big or small) as well as taking meaningful action in their classrooms, communities, homes or individual choices.

This year our 5th grade students will work on Exhibition, an inquiry-based project where they will have the opportunity to engage in the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Our Student Council has led many efforts related to service and action through Canned Food Drives, Box Tops Collection to raise money for the school, collecting donations to give to local charities, cleaning the school grounds, among other things. In addition, during the 2015-2016 school year the Student Council led initiatives around the elimination of the school uniform and lunch concerns.

A group of students, supported by a team of teachers, created a student survey that was administered to students in 3rd-8th grade. After the survey was disseminated, students analyzed the data and reported back to teachers in grade level team meetings and to the Local School Council. The feedback received from students is being used to create action steps in improving school climate and culture.

As a school we will need to think more about how we support students for high school and college and how we will increase the number of students who see themselves as a part of something bigger than themselves.

## 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	
<b>Suggested Evidence</b>	<ul style="list-style-type: none"> <li>• IJVNS Student Survey completion rates and results</li> <li>• Artifacts from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SL projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
<b>Measures</b>	✓ Five Essentials – Supportive Environment
<b>Five Essentials</b>	Supportive Environment
<b>MTSS Framework</b>	Curriculum & Instruction, Family & Community Engagement
<b>CPS Framework for Teaching</b>	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
<b>CPS Performance Standards for School Leaders</b>	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
<b>Content Standards</b>	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCS ILA/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

On a survey administered to students in January 2018, 91% of students reported feeling safe at school. The school building ensures that all students and staff are safe during the school day. The building is secured by having all doors locked and allowing only staff members to enter in and out of the building through a door with a pin code. An officer is in our building during all hours of school. Parents and guests must enter through the front main door and either be buzzed in by the office clerk or by the security officer. There is concern regarding the students entering and leaving the building before and after school hours from different doors due to a variety of before and after school activities. The alley has also been reported as an extremely dangerous area for students to walk through as cars drive through this alley, including teachers who go in and out of the parking lots. Changes in traffic patterns, closing Bryn Mawr west bound in the morning, has helped created a safer traffic pattern on Bryn Mawr. Because Peirce has (2) off-duty police officers who serve as the school's security staff, we are lacking in security staffing during after school hours. The school has an emergency plan in place for all students and staff and have been provided with a binder of procedures. Students with physical disabilities also have an individualized evacuation plan and staff members assigned to them in case of an emergency. In terms of social emotional safety, Peirce has an active Behavioral Health Team which reviews individual student cases and makes recommendations for appropriate interventions. Peirce works together with Community Counseling Agencies such as C4 and Alternatives to provide students in need of counseling services during the school day that may not be able to receive these services outside of school. Social emotional groups are in place for middle school students to address concerns related to self harm, suicide, relationships, fears, depression, etc. Classroom routines and procedure are orderly, efficient, and well managed. Teachers are expected to have visible signs of the 4 essential agreements: Be Responsible, Be Respectful, Be Safe and Be IB. The PBS committee supports the implementation of Second Step and more recently teachers have participated in training around the use of restorative practices in the classroom with a focus on restorative mindset, language, conversations and talking circles.

### 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	<ul style="list-style-type: none"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/pdf)</a></li> </ul>

### Restorative Approaches to Discipline:

Score

1 2 3 4

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

Peirce's PBS committee developed our core values (Be Respectful, Be Responsible, Be Safe) many years ago and during the 2016-2018 school years, Be IB was added as a 4th core value. Second Step is taught in PK-8th grades as our tier 1 social emotional learning curriculum. As an IB School, the IB Learner Profile is a reference point in evaluating the development of the whole child. The teaching of core values combined with the IB Learner Profile are key components in implementing a framework for a safe school environment. Teachers reinforce the core values and IB profile through classroom management plans and explicit teaching of the expected behaviors. School-wide and classroom expectations for student behavior are currently in place and are posted on walls throughout the building. Panther Paws are used in individual classrooms and across the school to reinforce positive behavior school-wide.

During the 2016-2018 school years, Peirce began implementing restorative practices and we quickly realized that we needed more training and development to ensure proper implementation. Peirce applied for and was accepted into the Restorative Practices Leadership Cohort, where the counselor, principal and two teachers are being further developed as restorative practices coaches. The RP Leads are supporting school-wide implementation of restorative practices and have supported the development of a Peace Room. Coaches are supporting school-wide professional development and offering individual support to teachers who are in need of further coaching in the implementation of restorative practices. Teachers have received training in restorative mindset, restorative language, restorative conversations and talking circles. While we are making progress in our work with implementation of restorative practices, the biggest barrier is changing staff, student and parent mindset around the importance of restorative practices. The common response heard from stakeholders is a punitive response and a request for how students will be punished instead of looking at the harm that was created and developing a plan to repair the harm. Ongoing professional development is needed to continue supporting teachers with implementation.

Moving into the 2018-2020 school years, closer monitoring on the implementation of Second Step along with a scope and sequence which aligns Second Step with themes in restorative practices will be developed. Time for talking circles will be built into classroom schedules and teachers have the opportunity to not only use talking circles for Social Emotional Learning but will be asked to use talking circles as appropriate during content area classes and look for ways to bring in talking circles in the academic classroom. Recess and Lunch staff have begun training in restorative practices with a focus on restorative language, mindset, conversations and peace circles.

When students do not follow the school's core values or have a violation as noted in the Chicago Public Schools Student Code of Conduct, restorative practices are used when initiating a response. The PBS Committee dissected individual violations of the Student Code of Conduct, with recommendations around instructive/restorative responses and responses that are punitive. The Peirce SCC working document is in need of further development to include recommended logical consequences by SCC violation. Current behavioral supports include the use of a reflection form, detention, restorative conversations, peace circles, short time outs, or reassignments to another classroom. Suspension is only used to ensure that the school community is safe from harm, when a suspension has been issued, a safety plan must be created along with a re-entry plan.

As staff focus on positive behaviors, use restorative language and a restorative mindset, we hope to create stronger relationships with students.

### 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)
Evidence	✓ 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:

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.

Score

1 2 3 4

The parent and community commitment and support of Peirce school is an essential component in our school success. Parents are seen as partners in learning and there are many parent-led organizations which support programs to link parents with the school. While Peirce enjoys a strong level of parent involvement work is still needed to reach parents who are non-native English speakers as well as those who traditionally have not been engaged in the school.

Parent communication has increased substantially over the past couple of years to include Panther Post email newsletters, regularly updated website both school and classroom teachers, the Principal's Peirce School Family Newsletter, a new IB Newsletter, The Communicator as well as daily/weekly communication between teachers and parents. Peirce's social media presence has also increased and the school's PSO Facebook page has become not only a news hub, but also a place to post pictures and information about great things happening around the school.

Peirce School's Local School Council (LSC), Parent Advisory Committee (PAC), Bilingual Advisory Committee (BAC) and Peirce Service Organization (PSO) are very active and provide several opportunities for parental input and volunteering. These committees have taken on the role of creating opportunities to engage with the school through the engagement in family events, service opportunities or parent workshops.

Friends of Peirce (FOP) supports the school financially through ongoing fundraising, raising close to \$100K a year, money goes to supplement the arts, technology, sports, teacher stipends for classroom supplies and other areas as needed. In addition to the financial resources which FOP brings to the school, events held promote community partnerships and social events for both Peirce and non-Peirce families and friends to engage in.

The My Voice My School survey engages parents in providing feedback on the school. A survey was sent home and available electronically for the development of the CIWP, parent led focus groups were held and we value the parent perspective in moving the school forward. Currently 66% of Peirce families are signed up for Parent Portal, two years ago only 25% of families were signed up, parent portal gives parents access to monitor student grades and attendance, we would like to increase this number so that all families are signed up for parent portal.

Parents were asked to complete a school improvement survey in January 2018, over 85% of parents indicated that they like the climate of Peirce, interactions with the school administration and teachers have been positive, parents feel part of a community, the school is safe for their child and their child enjoys coming to school. Ranging from 70-84%, parents indicated that their child's learning environment is inspiring, the curriculum is appropriately challenging and that parents know who to go to if they have a problem. 60% of parents reported that Peirce provides an appropriate amount of active time for students. 95% of parents said that they would recommend Peirce to another family. Parents expressed interest in having additional workshops around the topics of Race & Culture, support for LGBTQ students and families, Special Education, supports for Immigrant & Refugee families and Adoption. Parent feedback from the survey indicated a need to have a streamlined homework policy with an increase in consistency within a grade level. The most positive things mentioned about Peirce were the diversity, supportive environment, IB programs, after school options, teachers and administration, parent community, support for diverse learners, developing the whole child, communication, implementation of restorative practices and several family/community events. Areas that parents indicated they would like the school to focus on are challenging all students, traffic patterns around the school, more feedback on student performance now that we have moved to student-led conferences, active anti-bullying campaign, change of lunch provider, smaller class size, stable budgeting process from the district along with an increase in funding to the school, decrease movies used during specials classes, more counselors/student support, smaller class size, pro-active support for LGBTQ students and more specialized programs for boys.

## 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

**EVIDENCE, MEASURES, AND STANDARDS**

- ✓ Examples of communication methods and content
- ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
- ✓ Outreach efforts
- ✓ Documentation of responsiveness to Parent Support Center concerns raised
- ✓ Event agendas, flyers
- ✓ Fundraising activities and amounts (if applicable)
- ✓ How does the school honor and reflect the diversity of families including language and culture?

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**Measures**

- ✓ Five Essentials Score – Involved Families
- ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust

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**Five Essentials** Involved Families

**MTSS Framework** Family & Community Engagement

**CPS Framework for Teaching** 2c. Managing Classroom Procedures  
4c. Communicating with Families

**CPS Performance Standards for School Leaders** D1. Engages Families

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**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ [Parent Support Centers](#)
- ✓ [Parent University](#)
- ✓ [Parent Portal](#)

## School Excellence Framework Priorities

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

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: Parent and Family Partnership

1	2	3	4	5	⊗
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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
<b>National School Growth Percentile - Reading</b>					
Peirce school has formally completed the IB authorization process for PYP and the 2017-2018 school year is the first year of fully implementing both PYP & MYP Programs. With a focus on Instruction and MTSS we expect to see more targeted, individualized learning paths for students to support growth for all learners.	89.00	66.00	70.00	72.00	74.00
<b>National School Growth Percentile - Math</b>					
Through the adoption of the Japanese Math Curriculum for K-5 students, with a focus on teaching through problem solving and guided practice for students along with providing access to Algebra for both 7th and 8th grade students, we expect to see increases in math growth for all learners.	78.00	65.00	70.00	72.00	74.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
With a focus on MTSS & Instruction, teachers will create differentiated learning opportunities along with rigorous tier 1 instruction for all learners.	64.60	58.90	65.00	68.00	71.00
<b>African-American Growth Percentile - Reading</b>					
Through a weekly data analysis of grades and attendance, teachers will be able to monitor the progress of priority groups.	73.00	75.00	75.00	78.00	81.00
<b>Hispanic Growth Percentile - Reading</b>					
Through a weekly data analysis of grades and attendance, teachers will be able to monitor the progress of priority groups.	94.00	62.00	65.00	70.00	75.00
<b>English Learner Growth Percentile - Reading</b>					
Through a weekly data analysis of grades and attendance, teachers will be able to monitor the progress of priority groups.	(Blank)	(Blank)	70.00	75.00	80.00
<b>Diverse Learner Growth Percentile - Reading</b>					
Through a weekly data analysis of grades and attendance, teachers will be able to monitor the progress of priority groups.	99.00	58.00	64.00	70.00	75.00
<b>African-American Growth Percentile - Math</b>					
Through a weekly data analysis of grades and attendance, teachers will be able to monitor the progress of priority groups.	76.00	50.00	60.00	65.00	70.00
<b>Hispanic Growth Percentile - Math</b>					
Through a weekly data analysis of grades and attendance, teachers will be able to monitor the progress of priority groups.	76.00	55.00	60.00	65.00	70.00



**English Learner Growth Percentile - Math**

Through a weekly data analysis of grades and attendance, teachers will be able to monitor the progress of priority groups.	(Blank)	(Blank)	65.00	70.00	75.00
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**Diverse Learner Growth Percentile - Math**

Through a weekly data analysis of grades and attendance, teachers will be able to monitor the progress of priority groups.	58.00	32.00	40.00	50.00	60.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Peirce school has formally completed the IB authorization process for PYP and the 2017-2018 school year is the first year of fully implementing both PYP & MYP Programs. With a focus on Instruction and MTSS we expect to see more targeted, individualized learning paths for students to support growth for all learners.	78.00	79.00	83.00	86.00	89.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Through the adoption of the Japanese Math Curriculum for K-5 students, with a focus on teaching through problem solving and guided practice for students along with providing access to Algebra for both 7th and 8th grade students, we expect to see increases in math growth for all learners.	61.00	65.00	70.00	75.00	80.00
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**National School Attainment Percentile - Reading (Grade 2)**

Through implementing a balanced literacy program along with high quality instruction and the implementation of tier 2 and 3 interventions we expect to see an increase in 2nd grade reading attainment.	64.00	78.00	84.00	88.00	90.00
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**National School Attainment Percentile - Math (Grade 2)**

Through implementing a consistent math curriculum K-2, with high quality instruction and the implementation of tier 2 and 3 interventions we expect to see an increase in 2nd grade math attainment.	49.00	59.00	65.00	70.00	75.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Increase academic performance on ACCESS annually. Increase # of teachers with EL and Bilingual Spanish endorsements and provide targeted instruction for ELs.	30.20	(Blank)	60.00	65.00	70.00
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**Average Daily Attendance Rate**

Through the development of a K-8 attendance plan, phone calls home, attendance contracts and ongoing monitoring and promotion of the attendance plan, we anticipate reaching the 96% goal of attendance.	96.40	95.90	96.00	96.20	96.40
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**My Voice, My School 5 Essentials Survey**

Through teacher focus groups and input on school-wide decision making along with administration transparency, we will work to be well-organized at Peirce with a "Strong" Score in Administrative Leadership and Cooperative Teachers.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

All staff members will develop a personalized instructional professional learning plan, which may include instructional coaching, peer observations, feedback cycles and differentiated professional development

...then we see...

Staff collaborating and reflecting around best practices in instruction and ways to develop all learners, students and teachers exhibiting elements of Agency, Authority & Identity

...which leads to...

Increases in MVMS as they relate to culture and climate and collaborative practices, students and teachers demonstrating agency, authority and identity, increases in the % of students meeting & exceeding growth targets and differentiated learning opportunities for students and staff

Tags:

Instructional Coaching, Instruction, 3b, Academic growth, Aai, Data informed instruction, 3d

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Teachers develop professional learning plan	Admin, IBC, Teachers	Aug 28, 2018 to Jun 22, 2020	Not started
<b>Instructional Coaching, Instruction, Goal setting, Professional learning plan</b>			
Provide on-going, differentiated coaching support for teachers on K-2 balanced literacy with the Chicago Literacy Group	IBC, Admin	Aug 29, 2018 to Jun 18, 2019	Not started
<b>Instructional Coaching, Professional development</b>			
Send K-2 teachers to the Chicago Literacy Group Summer PD Session on reading workshop	Admin, Teachers	Jul 16, 2018 to Jul 17, 2018	Not started
<b>Professional development, Reading strategies</b>			
Develop a literacy committee	AP, Teachers	Aug 27, 2018 to Aug 27, 2018	Not started
<b>Reading, Teacher leadership</b>			
Create a common literacy block for reading instruction 3-8	AP, Literacy Committee	Aug 26, 2019 to Jun 23, 2020	Not started
<b>Reading, Teacher leadership</b>			
Teachers will use student assessment data when differentiating instruction	Teachers	Sep 4, 2018 to Jun 23, 2020	Not started
<b>Assessment, Differentiated instruction</b>			
Teachers will incorporate WIDA standards and language targets into daily instruction for ELs.	Teachers	Sep 4, 2018 to Jun 23, 2020	Not started
<b>English language learners</b>			
Teachers will use appropriate co-teaching strategies when supporting diverse learners while ensuring that student accommodations and modifications per IEPs are being implemented	Teachers	Sep 4, 2018 to Jun 23, 2020	Not started
<b>Co-teaching, Special education</b>			
Allocate time for peer observations and lesson study cycles	Admin, IBC	Aug 27, 2018 to Jun 23, 2020	Not started
<b>Instruction, Peer observation, Lesson study</b>			

Create a math committee	Math Coach, Principal	Aug 27, 2018 to Aug 27, 2018	Not started
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**Math, Teacher leadership**

Create a common math block for K-8 classrooms	Math Coach, Math Committee	Aug 27, 2018 to Jan 8, 2019	Not started
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**Math, Teacher leadership**

Ensure that all teachers hold proper endorsements for ESL/Bilingual and content area instruction	Principal	Aug 27, 2018 to Aug 27, 2018	Not started
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**Leadership**

Provide professional development on Agency, Authority & Identity	IBC, AP, Teacher Leaders	Aug 27, 2018 to Jun 23, 2020	Not started
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**Professional development, Agency, authority identity**

Develop a common K-2 literacy block	IBC, AP, Literacy Committee	Aug 27, 2018 to Dec 7, 2018	Not started
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**Reading**

**Strategy 2**

If we do...

Provide professional development for teachers on interventions and progress monitoring tools for students who require tier 2 and tier 3 supports in reading and math.

...then we see...

Implementation and progress monitoring of tier 2 and tier 3 interventions in reading and math

...which leads to...

An increase in the number of students receiving a research based intervention with appropriate progress monitoring  
Accuracy in the review of data when looking at students movement across tiers  
An increase in the % of students meeting their growth targets on MAP

Tags:

Interventions, Progress monitoring, Special education, Multi-tiered support systems

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
Purchase AIMS web for all K-8 students in Math and 3rd-8th grade students in reading	RTI Coordinator, Principal	Jul 1, 2018 to Aug 24, 2018	Not started

**Progress monitoring, Rti**

Provide PD for teachers on the use of AIMS Web	RTI Coordinator, Case Manager	Aug 27, 2018 to Aug 31, 2018	Not started
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**Professional development**

Provide PD for teachers around progress monitoring in reading and math	RTI Committee, Case Manager, Psychologist	Aug 27, 2018 to Jun 18, 2019	Not started
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**Professional development**

RTI Committee will review progress monitoring data and make recommendations for changes to interventions	RTI Committee, Case Manager, Psych	Aug 27, 2018 to Jun 23, 2020	Not started
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**Data analysis, Rti**

RTI Committee will recommend reading and math interventions to be used with students requiring tier 2 and tier 3 interventions	RTI Committee, Case Manager, Psych	Aug 27, 2018 to Jun 23, 2020	Not started
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**Interventions, Data analysis, Rti**

RTI Committee will monitor tier 3 data and make recommendations for students to be referred for a Special Education Evaluation after having reviewed interventions and progress monitoring data	RTI Committee, Case Manager, Psych	Aug 27, 2018 to Jun 23, 2020	Not started
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**Special education, Rti**

**Strategy 3**

If we do...

...then we see...

...which leads to...

If we create, implement and monitor a year long scope and sequence aligning our Social Emotional Learning Program

Social Emotional Learning Standards explicitly taught in the classroom and reinforced throughout the building.

Stronger relationships formed between members of the community (student-student, student-teacher, student-parent), an increase on the MVMS survey questions as they relate to culture and climate, a decrease in disciplinary infractions and referrals to the BHT.

Tags:

Restorative approaches, Second step

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Create and administer a student, parent and staff survey around Climate & Culture with a focus on Social Emotional Learning

Student Survey Committee, PBS Team Leads

Dec 21, 2018 to Jun 23, 2020

Not started

**SEL, Climate survey**

Implement a series of lessons for students around Restorative Practices/School-wide Restorative Discipline Plan

Teachers, RP Leads, Admin

Sep 4, 2018 to Oct 5, 2018

Not started

**Social emotional, Restorative justice**

Parent Workshop on Restorative Approaches to Discipline & Social Emotional Learning

RP Leads, Counselor, Admin

Sep 4, 2018 to Jun 23, 2020

Not started

**Restorative justice, Parent education**

Create opportunities for staff to engage in talking circles during professional development days

RP Leads, Counselor, Admin

Aug 27, 2018 to Jun 23, 2020

Not started

**Professional development, Talking circles**

Provide ongoing differentiated training for staff on Restorative Practices - Restorative Language, Mindset, Conversations, Talking Circles, Peace Circles

RP Leads, Counselor, Admin

Aug 27, 2018 to Jun 23, 2020

Not started

**Professional development, Restorative practices**

Create opportunities for coaching and peer observations around SEL Instruction/Restorative Practices	RP Leads, Counselor, Admin	Sep 4, 2018 to Jun 23, 2020	Not started
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**Coaching, Peer observation, Social emotional learning**

Grade Level Teams will create a year-long scope and sequence around SEL Instruction which incorporates SEL Standards, Talking Circle Prompts, Specialized workshops/topics for students and parents	Classroom Teachers, Counselor, RP Leads	Aug 27, 2018 to Jun 23, 2020	Not started
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**Social emotional learning, Aligned scope and sequence**

Purchase Anti-Bullying Second Step Kit for all grade levels	Admin	Jul 3, 2018 to Jul 3, 2018	Not started
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**Second step, Anti bullying**

Provide ongoing differentiated PD on Second Step along with opportunities for staff to reflect on second step lessons	PBS Team, Counselor, Admin	Aug 27, 2018 to Jun 23, 2020	Not started
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**Professional development, Second step**

Create schedules and Monitor implementation of SEL Instruction in PK-8 grade classrooms	Admin, PBS Team Leads, Counselor, RP Leads	Sep 4, 2018 to Jun 23, 2020	Not started
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**Social emotional learning**

Create protocols for use of Peace Room and share back to staff	RP Leads, Counselor, Admin	Jul 3, 2018 to Aug 31, 2018	Not started
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**Peace room**

Revise internal SCC Working Document to provide recommendations around restorative consequences and provide PD for teachers on school behavioral supports plan	RP Leads, Counselor, Admin	Jul 2, 2018 to Aug 31, 2018	Not started
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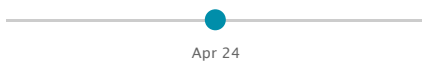
**Professional development, Restorative practices, Student code of conduct, Restorative consequences**

Action Plan

Strategy 1

**NOT STARTED** Teachers develop professional learning plan"  
 Aug 28, 2018 to Jun 22, 2020 - Admin, IBC, Teachers

**Status history**



**NOT STARTED** Apr 24, 2018  
**Evidence**  
 Professional Learning Plans

**NOT STARTED** Provide on-going, differentiated coaching support for teachers on K-2 balanced literacy with the Chicago Literacy Group"

Aug 29, 2018 to Jun 18, 2019 - IBC, Admin

## Status history

Apr 24

NOT STARTED Apr 24, 2018  
**Evidence**  
Coaching Schedules

NOT STARTED Send K-2 teachers to the Chicago Literacy Group Summer PD Session on reading workshop"  
Jul 16, 2018 to Jul 17, 2018 - Admin, Teachers

## Status history

Apr 24

NOT STARTED Apr 24, 2018  
**Evidence**  
Invoices for CLG PD and attendance report

NOT STARTED Develop a literacy committee"  
Aug 27, 2018 to Aug 27, 2018 - AP, Teachers

## Status history

Apr 24

NOT STARTED Apr 24, 2018  
**Evidence**  
Committee member names and meeting dates

NOT STARTED Create a common literacy block for reading instruction 3-8"  
Aug 26, 2019 to Jun 23, 2020 - AP, Literacy Committee

## Status history

Apr 24

NOT STARTED Apr 24, 2018  
**Evidence**  
Reading Time-Distribution Chart

NOT STARTED Teachers will use student assessment data when differentiating instruction"  
Sep 04, 2018 to Jun 23, 2020 - Teachers

## Status history

Apr 24

NOT STARTED Apr 24, 2018  
**Evidence**  
Classroom observations, Lesson Plans

NOT STARTED Teachers will incorporate WIDA standards and language targets into daily instruction for ELs."  
Sep 04, 2018 to Jun 23, 2020 - Teachers

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Classroom observations, Lesson Plans

NOT STARTED

Teachers will use appropriate co-teaching strategies when supporting diverse learners while ensuring that student accommodations and modifications per IEPs are being implemented"

Sep 04, 2018 to Jun 23, 2020 - Teachers

## Status history



NOT STARTED

Apr 24, 2018

**Evidence**

Classroom Observations, Lesson Plans

NOT STARTED

Allocate time for peer observations and lesson study cycles"

Aug 27, 2018 to Jun 23, 2020 - Admin, IBC

## Status history



NOT STARTED

Apr 24, 2018

**Evidence**

PD Calendar

NOT STARTED

Create a math committee"

Aug 27, 2018 to Aug 27, 2018 - Math Coach, Principal

## Status history



NOT STARTED

Apr 24, 2018

**Evidence**

Committee member names and meeting dates

NOT STARTED

Create a common math block for K-8 classrooms"

Aug 27, 2018 to Jan 08, 2019 - Math Coach, Math Committee

## Status history



NOT STARTED

Apr 24, 2018

**Evidence**

Math Block Organizer, Classroom Observations

NOT STARTED

Ensure that all teachers hold proper endorsements for ESL/Bilingual and content area instruction"

Aug 27, 2018 to Aug 27, 2018 - Principal

## Status history



NOT STARTED

Apr 24, 2018

**Evidence**

## Organizational Chart

NOT STARTED

Provide professional development on Agency, Authority & Identity"

Aug 27, 2018 to Jun 23, 2020 - IBC, AP, Teacher Leaders

### Status history



Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

PD Session agendas, handouts

NOT STARTED

Develop a common K-2 literacy block"

Aug 27, 2018 to Dec 07, 2018 - IBC, AP, Literacy Committee

### Status history



Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Literacy Block Design, Classroom Observations

## Strategy 2

NOT STARTED

Purchase AIMS web for all K-8 students in Math and 3rd-8th grade students in reading"

Jul 01, 2018 to Aug 24, 2018 - RTI Coordinator, Principal

### Status history



Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

PO

NOT STARTED

Provide PD for teachers on the use of AIMS Web"

Aug 27, 2018 to Aug 31, 2018 - RTI Coordinator, Case Manager

### Status history



Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

PD Agenda

NOT STARTED

Provide PD for teachers around progress monitoring in reading and math"

Aug 27, 2018 to Jun 18, 2019 - RTI Committee, Case Manager, Psychologist

### Status history



Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**



## PD Agendas

NOT STARTED

RTI Committee will review progress monitoring data and make recommendations for changes to interventions"

Aug 27, 2018 to Jun 23, 2020 - RTI Committee, Case Manager, Psych

### Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Committee Agendas, Data Review Analysis

NOT STARTED

RTI Committee will recommend reading and math interventions to be used with students requiring tier 2 and tier 3 interventions"

Aug 27, 2018 to Jun 23, 2020 - RTI Committee, Case Manager, Psych

### Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Data sheet with interventions to students, PM Data

NOT STARTED

RTI Committee will monitor tier 3 data and make recommendations for students to be referred for a Special Education Evaluation after having reviewed interventions and progress monitoring data"

Aug 27, 2018 to Jun 23, 2020 - RTI Committee, Case Manager, Psych

### Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

School data sheet

## Strategy 3

NOT STARTED

Create and administer a student, parent and staff survey around Climate & Culture with a focus on Social Emotional Learning"

Dec 21, 2018 to Jun 23, 2020 - Student Survey Committee, PBS Team Leads

### Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Surveys, Analysis

NOT STARTED

Implement a series of lessons for students around Restorative Practices/School-wide Restorative Discipline Plan"

Sep 04, 2018 to Oct 05, 2018 - Teachers, RP Leads, Admin

### Status history

Apr 24

NOT STARTED Apr 24, 2018  
**Evidence**  
Lesson Plans

NOT STARTED Parent Workshop on Restorative Approaches to Discipline & Social Emotional Learning"  
Sep 04, 2018 to Jun 23, 2020 - RP Leads, Counselor, Admin

### Status history



NOT STARTED Apr 24, 2018  
**Evidence**  
PD Agendas

NOT STARTED Create opportunities for staff to engage in talking circles during professional development days"  
Aug 27, 2018 to Jun 23, 2020 - RP Leads, Counselor, Admin

### Status history



NOT STARTED Apr 24, 2018  
**Evidence**  
PD Agendas, Talking Circle Scripts

NOT STARTED Provide ongoing differentiated training for staff on Restorative Practices - Restorative Language, Mindset, Conversations, Talking Circles, Peace Circles"  
Aug 27, 2018 to Jun 23, 2020 - RP Leads, Counselor, Admin

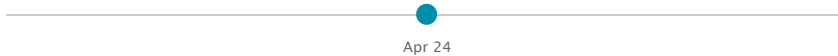
### Status history



NOT STARTED Apr 24, 2018  
**Evidence**  
PD Agendas, Staff reflections, surveys

NOT STARTED Create opportunities for coaching and peer observations around SEL Instruction/Restorative Practices"  
Sep 04, 2018 to Jun 23, 2020 - RP Leads, Counselor, Admin

### Status history



NOT STARTED Apr 24, 2018  
**Evidence**  
PD Calendar, Coaching Calendars, Peer Observation Calendar

NOT STARTED Grade Level Teams will create a year-long scope and sequence around SEL Instruction which incorporates SEL Standards, Talking Circle Prompts, Specialized workshops/topics for students and parents"

Aug 27, 2018 to Jun 23, 2020 - Classroom Teachers, Counselor, RP Leads

### Status history

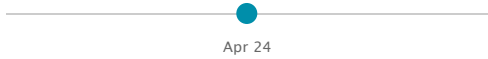


NOT STARTED Apr 24, 2018  
**Evidence**

Scope & Sequence

**NOT STARTED** Purchase Anti-Bullying Second Step Kit for all grade levels\*  
Jul 03, 2018 to Jul 03, 2018 - Admin

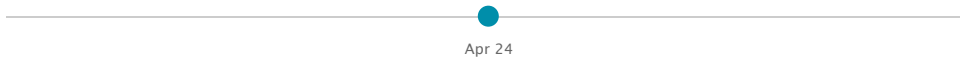
### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
Purchase Order

**NOT STARTED** Provide ongoing differentiated PD on Second Step along with opportunities for staff to reflect on second step lessons"  
Aug 27, 2018 to Jun 23, 2020 - PBS Team, Counselor, Admin

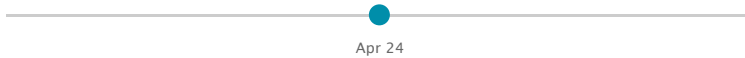
### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
PD Agendas, Sign Up Sheets, Surveys, GLM Agendas

**NOT STARTED** Create schedules and Monitor implementation of SEL Instruction in PK-8 grade classrooms"  
Sep 04, 2018 to Jun 23, 2020 - Admin, PBS Team Leads, Counselor, RP Leads

### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
School schedules, Class Observations

**NOT STARTED** Create protocols for use of Peace Room and share back to staff"  
Jul 03, 2018 to Aug 31, 2018 - RP Leads, Counselor, Admin

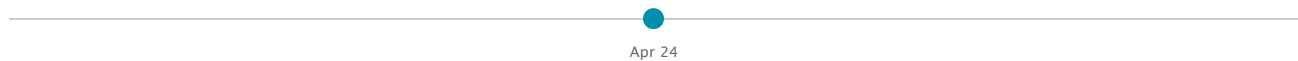
### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
Peace Room Usage Agreement

**NOT STARTED** Revise internal SCC Working Document to provide recommendations around restorative consequences and provide PD for teachers on school behavioral supports plan"  
Jul 02, 2018 to Aug 31, 2018 - RP Leads, Counselor, Admin

### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
SCC Working Document, PD Agenda

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

### 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.

The parent involvement plan and policy will be accomplished through a scheduled meeting that will solicit input from parents/guardians regarding its contents. Topics of discussion and planning will include the scheduling of meetings, programs, and activities that will meet the needs of our parents.

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 Title 1 Annual meeting will be held on September 21, 2018 at 8:15am in the Fieldhouse. The Title I PAC Organizational Meeting will be held on September 21, 2018 at 8:45am in the Fieldhouse. The Title I PAC chairperson will schedule monthly NCLB Title I PAC meetings with topics of discussion and/or professional developments related to the interests/needs of parents/guardians.

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

Parents/Guardians will engage in scheduled meetings each month. In addition, parents/guardians will be afforded many opportunities to meet with teachers as well as the administration regarding information related to their children. Open discussions regarding parental suggestions for student learning will be welcome.

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.

Parents/Guardians will be notified, on a regular basis, of their child(ren's) academic progress. State assessments (individual score report) and NWEA data will be distributed to parents/guardians as soon as they become available to the school. DIBELS/IDEL and ACCESS reports will also be sent home for parents during quarterly report card distribution dates.

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

Parents/Guardians will receive letter notifications that will indicate their child(ren's) teacher(s) have/has a not "highly qualified" status of their credentials in accordance with Title I regulations.

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 information regarding state academic standards and assessments will be disseminated to parents through scheduled meetings and workshops. The Peirce School website will link to the Chicago Public School and the Illinois State Board of Education websites where parents will gain access to specific information regarding state standards and assessments. Parent training on the use of the Parent Portal and assessment guidelines will continue to be a focus in order to provide support for our parents/guardians in regard to the progress monitoring of their child(ren)'s academic standing. Through annual school-wide events, such as Open House and other family night events, parents and teachers will collaborate on how to create a culture of high academic standards and learning, both at home and school.

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.

Throughout the academic year, parents/guardians will participate in workshops and trainings that will provide them with information regarding our IB curriculum, how we support Diverse Learners and English Language Learners, parent workshops as requested by the PAC and other informational sessions as needed to maintain a healthy home-school partnership. Information regarding educational resources will be readily available to parents/guardians through our school website and newsletters.

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.

School staff will use class websites and newsletters to communicate with parents. In addition, we will use parent committee groups to support parent involvement - PSO, PAC, BAC, FOP & LSC. Parent mornings, Curriculum Nights, Student Led Conferences and other school events will be used as opportunities to further develop our home-school partnership. Teachers will maintain ongoing contact with parents through email, phone calls and face to face meetings.

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.

Peirce School will offer two scheduled prospective parent open house events (fall, spring) for prospective parents/guardians to attend. In addition a monthly parent tour will be held. Peirce will conduct individual parent school tours, upon request, throughout the year. Information regarding Peirce programs and registration for early childhood (prekindergarten/kindergarten) will be disseminated to families during these events. In addition, a fall "Open House" event will be held at Peirce to inform parents of the classroom curriculum for the year. Teachers and parents will formulate a working partnership to work in tandem toward targeted student academic goals. The Peirce website will also provide parents/guardians with useful academic resources, current school information, curriculum guidelines, and enrollment procedures.

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.

Our Title I Annual Meeting will be on Friday, September 21, 2018 at 8:15am and our Title I PAC Organizational Meeting will be on Friday, September 21, 2018 at 8:45am. Parents/Guardians receive monthly school newsletters with scheduled activities/events/meetings and current information (access to the school website as well). In addition, flyers with pertinent school information will be distributed, as appropriate, throughout the academic year for attendance in various events. All newsletters, flyers, and school/community information will be distributed in both English and Spanish. A translator will be provided for monthly parent meetings (PAC, BAC, PSO, LSC).

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.)

The mission of Helen C. Peirce School of International Studies is to guide students to take ownership of their learning through experiential engagement and reflective thinking. Peirce School provides a balanced curriculum designed to meet the academic, cultural and social needs of our diverse student body. All members of the Peirce community are committed to grow as productive, globally-minded citizens.

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.

Peirce School will hold 2 Parent-Teacher Conferences in November, 2018 and April 2019 and again in November 2019 and April 2020. In addition, Peirce School will hold one Open House event in September 2018 & 2019. In addition, all middle school students will be assigned a teacher high school placement coach. These teachers will hold one on one conferences with parents/guardians to guide them through the high school application process.

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

Faculty communicates with families regarding student academic progress via notes/letters, telephone calls, email, parent portal, agendas, parent meetings, and teacher-parent conferences. Faculty frequently provides families with teacher-generated classroom reports, assessment reports, mid-quarter reports, and report cards. Teachers maintain a parent communication log to document all parental communications throughout the year.

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

Parents/Guardians will have access to faculty members via student agendas, telephone, email, notices/letters, parent portal, school website as well as face to face meetings to maintain consistent communication regarding student performance, academic achievement, absences/tardies, concerns and/or questions, and enrichment opportunities throughout the year.

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/Guardians are welcome to volunteer or observe in their child(ren's) classroom(s) upon request and with CPS approval. Our parent groups (PSO, PAC, BAC, FOP,LSC), offer our parents/guardians many opportunities to get involved or participate in school-sponsored activities/events and meetings throughout the academic year. Peirce will work with parent groups to schedule regular "Room Parents" in classrooms at grade levels.

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

Parents/Guardians will support their child(ren's) learning by monitoring their child(ren's) grades, attendance and tardies via the Parent Portal. Student agenda communication and homework folders will be utilized to ensure completion of daily homework assignments via parent signatures. Parents/Guardians will be encouraged to maintain consistent communication with faculty by viewing current school information via newsletters, parent bulletin board, community message board, school web-site, and attendance at monthly parent meetings.

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/Guardians will participate in decisions related to the education of their child(ren) via our parent groups (PSO, PAC, BAC ,LSC) during monthly meetings or on an individual basis with faculty and the administration. Parents/guardians on the Local School Council will continue to collaborate with the administration, community members, and faculty regarding policies regarding student academic progress and achievement. The Friends of Peirce (FOP) group will consult with the administration, parents, and community to discuss fundraising opportunities that will help to meet the educational needs of Peirce students.

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 share the responsibility for improved academic achievement by adhering to the school rules: Be Respectful, Be Responsible, Be Safe & Be IB. Students will exemplify the monthly International Baccalaureate Learner Profile that will be studied school-wide throughout the year. Students will maintain attendance above 95% and will model the traits of the Peirce Student Pledge (announced each morning after the Pledge of Allegiance), to make education their number one priority, be the best that they can be, and achieve at their highest level. Student Council will support decision making as it relates to areas of focus within their work.

**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.

PAC will host a series of parent training activities - focused on parent education around IB, Race & Equity, Special Education & Inclusion and Restorative Approaches to Discipline. All meetings will have translation provided in Spanish.

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

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	Amount .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	500 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	2416 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount .00
<p>54565</p>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and	\$	Amount .00

itemized. School must keep all receipts.

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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306

**Software**

Must be educational and for parent use only.

\$	Amount	.00
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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 be used only by parents.

\$	Amount	.00
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