

# Mary Gage Peterson Elementary School 2020-2022 plan summary

## Team

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Kathleen Hurley	STEAM Coach	khurley1@cps.edu	Has access
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## Team Meetings

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
01/07/2020	Multiple Teachers, Parents, Community Members	State of the School
01/27/2020	CIWP Team	Current Reality: SEF
02/10/2020	CIWP Team	Choosing 3 Priorities
02/03/2020	CIWP Team	Current Reality: SEF
04/30/2020	CIWP Team	Selecting Action Steps
04/23/2020	CIWP Team	Review & Revise Theories of Action
05/07/2020	CIWP Team	Revise & Complete Action Steps

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement

- 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
- 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 4 Enable staff to focus and prioritize what matters most
- 4 Employ the skills to effectively manage change
- 4 Make “safe practice” an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** Evidence Captured Here:  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqLzTdRK7gq9Glc/edit?usp=sharing>
- 4 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Evidence Captured Here:  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqLzTdRK7gq9Glc/edit?usp=sharing>

## Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student’s communities, culture, history, and language
  - 3 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 2 Curriculum connects to real world, authentic application of learning
  - 2 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Evidence Captured Here:  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqLzTdRK7gq9Glc/edit?usp=sharing>
- 3 - Instruction

- 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
- 3 Engage students in learning and foster student ownership
- 3 Use questioning and discussion as techniques to deepen student understanding
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 2 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** Evidence Captured Here:  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqLzTdRK7gq9Glc/edit?usp=sharing>
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 1 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy
  - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** Evidence Captured Here:  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqLzTdRK7gq9Glc/edit?usp=sharing>
- 2 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 1 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Evidence Captured Here:  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqIzTdRK7gq9Glc/edit?usp=sharing>
- 3 - Transitions, College & Career Access, & Persistence
  - 2 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)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Evidence Captured Here:  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqIzTdRK7gq9Glc/edit?usp=sharing>

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Evidence Captured Here:  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqIzTdRK7gq9Glc/edit?usp=sharing>
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)

- 3 Exercise student voice (REQUIRED: OSEL)
- 2 Authentically interact with community and civic leaders
- 2 Engage with their community
- 3 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture
- **Evidence:** Evidence is Here:  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqIzTdRK7gq9Glc/edit?usp=sharing>
- 4 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Evidence Captured Here:  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqIzTdRK7gq9Glc/edit?usp=sharing>
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqIzTdRK7gq9Glc/edit?usp=sharing>
- 2 - Family & Community Engagement
  - 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English

- 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Evidence Captured Here:  
<https://docs.google.com/spreadsheets/d/1Z0bkjg9riyLxFkuk1UeGghUhgve5gqIzTdRK7gq9Glc/edit?usp=sharing>

## School Excellence Framework Priorities

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

## Goals

### Areas of critical need and root cause analysis

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



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

**Vision metrics**

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: Attendance Rate</p> <p>Student attendance is strongly correlated with academic performance.</p>	Overall		95.00	96.00
	Students with IEPs		95.00	96.00
<p>Vision: Attendance Rate</p> <p>Student attendance is strongly correlated with academic performance.</p>	EL		95.00	96.00
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>Student attainment greater than the 75% is one good indicator of high school and college readiness</p>	Overall		75.00	78.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Students meeting and exceeding growth targets are indicative of academic achievement and on track status, both of which are factors in high school and college readiness.</p>	Overall		70.00	75.00
<p>SQRP: National School Attainment Percentile - Reading (Grades 3-8)</p> <p>Student attainment greater than the 75% is one good indicator of high school and college readiness</p>	Overall		85.00	86.00

**Required metrics (Elementary) (0% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey (Blank)</b>					

### Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
SQRP: Math Growth- 3rd Grade Currently, students in 3rd grade are growing at the 38th percentile. In SY 20-21, students will grow at the 50th percentile or greater; in SY 21-22, students will grow at the 60th percentile or greater.	38.00			50.00	60.00
SQRP: Math Growth- 4th Grade Currently, students in 4th grade are growing at the 27th percentile. In SY 20-21, students will grow at the 50th percentile or greater; in SY 21-22, students will grow at the 60th percentile or greater.	27.00			50.00	60.00
SQRP: Reading Growth- EL Currently, EL students in grades 3-8 are growing at the 76th percentile. In SY 20-21, students will grow at the 80th percentile or greater; in SY 21-22, students will grow at the 85th or greater.	76.00			80.00	85.00
On-Track Status Currently, 64% of students in grades 3-8 are considered "On-Track". In SY 20-21, 70% or greater of students will be considered "On-Track"; in SY 21-22, 75% or greater of students will be considered "On-Track".	64.00			70.00	75.00

## Strategies

### Strategy 1

If we do...	If we develop a working definition for healthy relationships across grade bands; give kids the opportunity to see models of repairing harm in healthy and restorative ways; give kids the opportunity to have a voice in constructing the models of healthy relationships,
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	repairing harm, and practicing them; give kids the chance to identify school-wide issues and have a voice in solving them; and partner with parents on restorative justice,
Then we see...	then we will continue to build restorative practices, a restorative culture, and student voice at Peterson
which leads to...	which will result in a safe, welcoming environment and increased student voice as measured by: -5 Essentials (Increase Emotional Health of Students) -5 Essentials (Student Safety and Supportive Environment) -Student Voice Committees (3) -School Climate Standards Rating (Agree/Strongly Agree) -School Climate Assessment Student Version (Yes)
Budget Description	
Tags	Student Voice, Engagement, and Civic Life, OSCPA: Social/Emotional Support, SSCE: Student Voice, SSCE: Student Voice CIWP
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Enlist kids in developing common understanding of healthy relationships during SEL time in a developmentally appropriate way. Tags:</li> <li>• (Not started) Ground healthy relationships in understanding of PAWS and school-wide values (compassion, collaboration, courage, etc) using kid-friendly terms. Tags:</li> <li>• (Not started) Having SCC and related school-based teams organize working, student-incorporated definitions for healthy relationships to advisories. Tags:</li> <li>• (Not started) Dedicate time for advisory teachers to plan lessons around healthy relationships, including observing, modeling, and practicing how to repair harm in healthy and restorative ways, including time to reflect on restorative conversations. Tags:</li> <li>• (Not started) Provide professional development for all staff (including new educators) and parents on restorative practices, including repairing harm in restorative ways. Tags:</li> <li>• (Not started) Ensure that all paraprofessionals are trained in restorative practices and have the tools to implement those practices. Tags:</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Create a survey that encapsulates our diverse population and partner with parents to complete the survey, highlighting and sharing cultural differences to ensure understanding around actions and behaviors.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Teachers provide opportunities (SEL lessons) for students to learn, engage, and share their culture to promote empathy and understanding.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Collaborate with outside SEL agencies (Umoja, Alternatives) to provide cultural competency learning for teachers and parents.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Encourage a robust group of students to participate in Student Voice Committee (with an emphasis on recruiting younger students) to encapsulate all voices within our building.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Communicate with parents the common meanings of the components of restorative practice, (including addressing ?consequences?) with an introduction to restorative practices during open house and monthly memos.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Collaborate with outside SEL agencies (Umoja, Alternatives) to establish parent SEL leads who will be trained in restorative justice and can work with other parents in using restorative practices.</li> </ul> <p>Tags:</p>
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## Strategy 2

If we do...	If we provide professional development on mathematical best practices; norm around researched-based instructional practices in the math classroom as a grade-level team and amongst grade levels; provide dedicated time for vertical planning and peer observations; and intentionally develop teacher partnerships and trust across grade levels,
Then we see...	then we will have a vertically-aligned mathematics curriculum that includes rigorous tasks and meets the needs of all learners
which leads to...	which will result in growth and achievement at the 70th percentile or greater and improved teacher-to-teacher trust as measured by the 5 Essentials.
Budget Description	

<p>Tags</p>	<p>Relational Trust, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: K-12 Program of Study (SSS5), STE(A)M Schools: School Structures &amp; Culture (SSS2), Teacher Leader Development &amp; Innovation: Teacher Teams, Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Not started) Continue to establish lasting partnerships with math professional development organizations like MCMI (Metro Chicago Math Initiative) and University of Chicago to provide professional development for math teachers. Allocate resources (funding) to be able to fund these partnerships and professional development.  Tags: STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks, Math: Curriculum</li> <li>• (Not started) Engage in math professional development offered by Network 1 and CPS Math Department.  Tags: Math: Rigorous Tasks, Math: Curriculum, Math: Equitable Access</li> <li>• (Not started) Determine what professional learning communities for math are available in Chicago, choose a best fit option for Peterson, and become involved.  Tags:</li> <li>• (Not started) Create intentional planning and meeting time for 4th-8th grade math teachers to collaborate to create rigorous tasks.  Tags:</li> <li>• (Not started) Teachers develop a deep understanding of students as mathematicians through dedicated planning time using curricular materials and data analysis.  Tags:</li> <li>• (Not started) Allocate planning time for teachers to plan for math curriculum and instruction, focusing on rigorous tasks and best practices including differentiation and small-group instruction.  Tags: Math: Rigorous Tasks</li> <li>• (Not started) Allocate planning time in SY20-21 and again in SY21-22 to have teams share and discuss what math students know and are able to do by the end of the year. Discuss with grade-level teams below; grade level teams above.  Tags:</li> <li>• (Not started) Establish what research-based instruction looks like at each grade level based on math practice standards and allocate time for determining look-</li> </ul>

	<p>fors for research-based mathematical instructional practices and allocate funding for sub-bucket so that teachers are able to participate in peer observations.</p> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Create intentional PLCs amongst teachers, across grade bands, to share best practices and learn from one another.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Allocate funding for substitutes to have vertical planning days (ex: grades 3, 4, 5).</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Develop norms for group meetings and peer observations so that all teachers feel respected and safe sharing their practice.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Continue to partner with families through PAC-led Math Night and create opportunities for families to feel comfortable and welcome in a math classroom.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Teachers and parents partner to investigate math practices and determine ways and spaces that the math practices can become integrated into home life, smaller ways to support efficacy with parents and students to use math.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Continue to communicate and share with families before and during a math unit what the unit entails and how parents can support at home.</li> </ul> <p>Tags:</p>
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**Strategy 3**

If we do...	If we continue to clarify what rigor is/is not; plan as grade-level teams and vertically, collaborating around researched-based best literacy practices; provide ongoing professional development around EL best practices for all disciplines; and intentionally plan for differentiation (students who are high achieving/students who are low achieving),
Then we see...	then we will have a rigorous curriculum and aligned, researched-based practices
which leads to...	which will result in in growth and achievement at the 70th percentile or greater and 50% or greater of students making sufficient annual progress on ACCESS.

<p>Budget Description</p>	
<p>Tags</p>	<p>Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, STE(A)M Schools: Institutional Capacity (SSS3), STE(A)M Schools: Instructional Approach (SSS4)</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li> <p>• (Not started) Providing specific planning time around: discussing and aligning characteristics of rigorous tasks; identifying what rigorous responses from students look like in grade levels (during GLMs) and grade bands (planning days) to vertically align expectations; compile examples of rigorous tasks and student responses to those tasks; developing rigorous tasks and practicing their implementation with students.</p> <p>Tags: Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> </li> <li> <p>• (Not started) Allocate opportunities for teachers to observe and discuss rigorous tasks and what they look like in other schools to improve practice at Peterson, paired with outside planning time to incorporate learning into practice.</p> <p>Tags:</p> </li> <li> <p>• (Not started) ILT leads learning cycles around rigorous tasks (problems of practice, addressing needs) at Peterson throughout the year.</p> <p>Tags:</p> </li> <li> <p>• (Not started) Instructional coach(es) meet with K-8 ELA teachers to examine ELA scope and sequence to improve comprehensiveness and continuity in curriculum and identify skills needed to access material in reading, writing, speaking and listening.</p> <p>Tags:</p> </li> <li> <p>• (Not started) ELPT and Instructional Coach(es) lead PD for all teachers around ELL best practices, including planning for differentiation and incorporating strategies into learning plans to support ELLs during BOY PD.</p> <p>Tags:</p> </li> <li> <p>• (Not started) ELPT and Instructional Coach(es) to provide learning around the components of ELL instruction (WIDA Can Dos, English Language Standards) during BOY PD.</p> <p>Tags:</p> </li> <li> <p>• (Not started) Allocate opportunities for teachers to observe TBE/ TPI programs in other schools to improve practice at Peterson.</p> <p>Tags:</p> </li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Provide professional development for teachers to plan meaningful differentiation opportunities in both high- and low-achieving students, including a framework to work through skills within a text and creating an appropriate framework for challenging students.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Teachers model and ensure students understand the importance of vocabulary (what words mean and don't mean) and how that increases their understanding of concepts in texts across content areas- students will take ownership of this understanding.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Provide learning opportunities for parents to increase home literacy knowledge (reading with their child, asking comprehension questions, thinking around texts, etc.) in break out sessions during Literacy Night.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) ELPT/ BAC delivers knowledge on how to establish home literacy knowledge and capture feedback from parents around ELLs (skills, English acquisition, challenges parents face being a partner in their students' education).</li> </ul> <p>Tags:</p>
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**Strategy 4**

If we do...	If we prioritize time for grade level teams to clearly define and articulate what being a grade level volunteer looks like; build teacher capacity to develop a family engagement plan that outlines goals, opportunities for parent participation, and ongoing communication; make personal connections with individual parents/families in a way that is meaningful and in their home language; thoughtfully communicate with families to see the link between family engagement, student attendance, and learning outcomes; and make a commitment to a continuous family partnership and shared responsibility and establish structures and systems to ensure these things,
Then we see...	then we will see an increase in parent engagement and involvement
which leads to...	a yearly average attendance of 96%; an increase to 70% of students being On Track; and increased teacher-parent trust as measured by the 5 Essentials.
Budget Description	
Tags	FACE2: Parent Engagement, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: School Structures & Culture (SSS2), STE(A)M Schools: STE(A)M Career Pathways (SSS6)



<p>Action steps</p>	<ul style="list-style-type: none"> <li>• (Not started) Allocate planning time during the summer for grade levels to outline their volunteer needs and how parents can support them, develop a parent engagement plan that includes quarterly goals, outreach opportunities for grade level families, and recruitment of volunteers</li> </ul> <p>Tags:FACE2: Parent Engagement</p> <ul style="list-style-type: none"> <li>• (Not started) Teachers will engage with classroom parents to refine this definition via volunteer events or back to school night.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Establish a clear go to person for volunteer opportunities (Point Person per grade bands or PTA)</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Administrators and Parent Leadership will schedule volunteer recruitment days throughout the year and work with parent leadership groups to develop a clear plan for volunteer recruitment.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Provide educators professional development on best practices for parent engagement, work with teacher leaders to develop Peterson expectations, and monitor implementation.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Form a committee of various stakeholders including teachers, parent leaders, community members to re-imagine back to school night (and other school events) to ensure clear expectations/communication and alignment with our goals.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Teacher teams will Intentionally plan for times throughout the year for parents and teachers to engage in more personal relationship-building (a showcase of student work, etc.)</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Work with FoP to secure a parent worker to lead parent engagement initiative, recruit parent volunteers, send frequent communication with parents in regards to volunteer opportunities</li> </ul> <p>Tags:</p>
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	<ul style="list-style-type: none"> <li>• (Not started) Tech coordinator will create a volunteer page on our website that is updated frequently to support volunteers and communicate volunteer opportunities.</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Identify a universal method of communication that allows parents to receive communication in different languages (Dojo)</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Work with FACE, OLCE, to build the capacity of parents to take on leadership roles, fully understand their role, and communicate their importance to the school community.</li> </ul> <p>Tags:FACE2: Parent Engagement, FACE2: Volunteer, OLCE</p> <ul style="list-style-type: none"> <li>• (Not started) Offer PAC workshops focused making clear the connection between parent participation and student outcomes</li> </ul> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) Volunteer coordinator collaborates with kindergarten teachers to target kinder parents and build their understanding of the impact of their voluntarism.</li> </ul> <p>Tags:</p>
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## Action Plan

### Strategy 1

Enlist kids in developing common understanding of healthy relationships during SEL time in a developmentally appropriate way.

Sep 01, 2020 to Sep 30, 2020 - advisory/homeroom teachers

Ground healthy relationships in understanding of PAWS and school-wide values (compassion, collaboration, courage, etc) using kid-friendly terms.

Sep 01, 2020 to Sep 30, 2020 - advisory/homeroom teachers

Having SCC and related school-based teams organize working, student-incorporated definitions for healthy relationships to advisories.

Oct 01, 2020 to Oct 30, 2020 - School Culture and Climate Team (SCC)

Dedicate time for advisory teachers to plan lessons around healthy relationships, including observing, modeling, and practicing how to repair harm in healthy and restorative ways, including time to reflect on restorative conversations.

Aug 01, 2020 to Jun 19, 2021 - advisory teachers, Peterson Support Team

Provide professional development for all staff (including new educators) and parents on restorative practices, including repairing harm in restorative ways.

Sep 01, 2020 to Jun 30, 2022 - all staff, parents

Ensure that all paraprofessionals are trained in restorative practices and have the tools to implement those practices.

Sep 01, 2020 to Jun 30, 2022 - paraprofessionals, Peterson Support Team

Create a survey that encapsulates our diverse population and partner with parents to complete the survey, highlighting and sharing cultural differences to ensure understanding around actions and behaviors.

Oct 01, 2020 to Nov 30, 2020 - School Culture & Climate Team

Teachers provide opportunities (SEL lessons) for students to learn, engage, and share their culture to promote empathy and understanding.

Sep 01, 2020 to Jun 30, 2022 - all teaching staff

Collaborate with outside SEL agencies (Umoja, Alternatives) to provide cultural competency learning for teachers and parents.

Sep 01, 2020 to Jun 30, 2022 - Peterson Support Team, Parent Advisory Council, School Culture and Climate Team

Encourage a robust group of students to participate in Student Voice Committee (with an emphasis on recruiting younger students) to encapsulate all voices within our building.

Sep 01, 2020 to Jun 30, 2022 - School Culture & Climate Team, advisory teachers

Communicate with parents the common meanings of the components of restorative practice, (including addressing ?consequences?) with an introduction to restorative practices during open house and monthly memos.

Sep 01, 2020 to Jun 30, 2021 - Peterson Support Team, School Culture & Climate Team, Parent Advisory Council

Collaborate with outside SEL agencies (Umoja, Alternatives) to establish parent SEL leads who will be trained in restorative justice and can work with other parents in using restorative practices.

Dec 01, 2020 to Jun 30, 2021 - Peterson Support Team, Parent Advisory Council, School Culture & Climate Team

## Strategy 2

Continue to establish lasting partnerships with math professional development organizations like MCMI (Metro Chicago Math Initiative) and University of Chicago to provide professional development for math teachers. Allocate resources (funding) to be able to fund these partnerships and professional development.

Aug 01, 2020 to Jun 01, 2022 - LSC, Peterson Support Team (administration, STEAM Team

Engage in math professional development offered by Network 1 and CPS Math Department.

Aug 01, 2020 to Jun 01, 2022 - Peterson Support Team, STEAM Team, Math Teachers

Determine what professional learning communities for math are available in Chicago, choose a best fit option for Peterson, and become involved.

Sep 01, 2020 to Jun 01, 2022 - Peterson Support Team, Math Teachers

Create intentional planning and meeting time for 4th-8th grade math teachers to collaborate to create rigorous tasks.

Aug 01, 2020 to Jun 01, 2022 - Peterson Support Team, 4th-8th Math Teachers

Teachers develop a deep understanding of students as mathematicians through dedicated planning time using curricular materials and data analysis.

Sep 01, 2020 to Jun 01, 2022 - ILT, Math Teachers

Allocate planning time for teachers to plan for math curriculum and instruction, focusing on rigorous tasks and best practices including differentiation and small-group instruction.

Sep 01, 2020 to Jun 01, 2022 - Peterson Support Team, math teachers

Allocate planning time in SY20-21 and again in SY21-22 to have teams share and discuss what math students know and are able to do by the end of the year. Discuss with grade-level teams below; grade level teams above.

Jul 01, 2020 to Jun 01, 2022 - Peterson Support Team, ILT, teachers, grade-level teams

Establish what research-based instruction looks like at each grade level based on math practice standards and allocate time for determining look-fors for research-based mathematical instructional practices and allocate funding for sub-bucket so that teachers are able to participate in peer observations.

Oct 01, 2020 to Jun 01, 2022 - ILT, STEAM Team, teachers, Peterson Support Team

Create intentional PLCs amongst teachers, across grade bands, to share best practices and learn from one another.

Oct 01, 2020 to Jun 01, 2022 - ILT, STEAM Team, Peterson Support Team, teachers

Allocate funding for substitutes to have vertical planning days (ex: grades 3, 4, 5).

Jun 01, 2020 to Jun 01, 2022 - Peterson Support Team, teachers

Develop norms for group meetings and peer observations so that all teachers feel respected and safe sharing their practice.

Sep 01, 2020 to Jun 01, 2022 - ILT, STEAM Team, Teachers

Continue to partner with families through PAC-led Math Night and create opportunities for families to feel comfortable and welcome in a math classroom.

Oct 01, 2020 to Jun 01, 2022 - PAC, STEAM Team, Teachers, Peterson Support Team

Teachers and parents partner to investigate math practices and determine ways and spaces that the math practices can become integrated into home life, smaller ways to support efficacy with parents and students to use math.

Nov 01, 2020 to Jun 01, 2022 - Teachers, PAC/BAC, ILT, STEAM Team

Continue to communicate and share with families before and during a math unit what the unit entails and how parents can support at home.

Sep 01, 2020 to Jun 01, 2022 - Teachers

### **Strategy 3**

Providing specific planning time around: discussing and aligning characteristics of rigorous tasks; identifying what rigorous responses from students look like in grade levels (during GLMs) and grade bands (planning days) to vertically align expectations; compile examples of rigorous tasks and student responses to those tasks; developing rigorous tasks and practicing their implementation with students.

Sep 01, 2020 to Jun 01, 2022 - ILT, Grade Level Teams

Allocate opportunities for teachers to observe and discuss rigorous tasks and what they look like in other schools to improve practice at Peterson, paired with outside planning time to incorporate learning into practice.

Sep 01, 2020 to Jun 01, 2022 - Peterson Support Team (administration), Teachers

ILT leads learning cycles around rigorous tasks (problems of practice, addressing needs) at Peterson throughout the year.

Sep 01, 2020 to Jun 01, 2022 - ILT, Teachers

Instructional coach(es) meet with K-8 ELA teachers to examine ELA scope and sequence to improve comprehensiveness and continuity in curriculum and identify skills needed to access material in reading, writing, speaking and listening.

Aug 01, 2020 to Jun 01, 2022 - Peterson Support Team (including instructional coaches), Teachers

ELPT and Instructional Coach(es) lead PD for all teachers around ELL best practices, including planning for differentiation and incorporating strategies into learning plans to support ELLs during BOY PD.

Aug 01, 2020 to Sep 30, 2021 - Peterson Support Team (including ELPT), Teachers

ELPT and Instructional Coach(es) to provide learning around the components of ELL instruction (WIDA Can Dos, English Language Standards) during BOY PD.

Aug 01, 2020 to Sep 30, 2021 - Peterson Support Team, Teachers

Allocate opportunities for teachers to observe TBE/ TPI programs in other schools to improve practice at Peterson.

Jul 01, 2020 to Jun 01, 2022 - Peterson Support Team, Teachers

Provide professional development for teachers to plan meaningful differentiation opportunities in both high- and low-achieving students, including a framework to work through skills within a text and creating an appropriate framework for challenging students.

Sep 01, 2020 to Jun 01, 2022 - Peterson Support Team, Teachers, ILT

Teachers model and ensure students understand the importance of vocabulary (what words mean and don't mean) and how that increases their understanding of concepts in texts across content areas- students will take ownership of this understanding.

Sep 01, 2020 to Jun 30, 2022 - Teachers, Students

Provide learning opportunities for parents to increase home literacy knowledge (reading with their child, asking comprehension questions, thinking around texts, etc.) in break out sessions during Literacy Night.

Jan 01, 2021 to Jun 01, 2022 - PAC/BAC, Peterson Support Team, Teachers

ELPT/ BAC delivers knowledge on how to establish home literacy knowledge and capture feedback from parents around ELLs (skills, English acquisition, challenges parents face being a partner in their students' education).

Oct 01, 2020 to Jun 01, 2022 - PAC/BAC, Peterson Support Team, Parents, Teachers

## **Strategy 4**

Allocate planning time during the summer for grade levels to outline their volunteer needs and how parents can support them, develop a parent engagement plan that includes quarterly goals, outreach opportunities for grade level families, and recruitment of volunteers

Jun 01, 2020 to Oct 01, 2020 - Peterson Support Team (administration), Teachers

Teachers will engage with classroom parents to refine this definition via volunteer events or back to school night.

Aug 01, 2020 to Jun 01, 2022 - Teachers, Parents

Establish a clear go to person for volunteer opportunities (Point Person per grade bands or PTA)

Aug 01, 2020 to Dec 01, 2020 - Peterson Support Team, Parent Leadership Teams (PAC,BAC,PTA)

Administrators and Parent Leadership will schedule volunteer recruitment days throughout the year and work with parent leadership groups to develop a clear plan for volunteer recruitment.

Aug 01, 2020 to Jun 30, 2022 - Parent Leadership, Peterson Support Team

Provide educators professional development on best practices for parent engagement, work with teacher leaders to develop Peterson expectations, and monitor implementation.

Aug 01, 2020 to Jun 01, 2022 - Teachers, Peterson Support Team

Form a committee of various stakeholders including teachers, parent leaders, community members to re-imagine back to school night (and other school events) to ensure clear expectations/communication and alignment with our goals.

Jul 01, 2020 to Jun 01, 2022 - Teachers, Parents, Community Members, Peterson Support Team

Teacher teams will intentionally plan for times throughout the year for parents and teachers to engage in more personal relationship-building (a showcase of student work, etc.)

Aug 01, 2020 to Jun 01, 2022 - Teacher, STEAM Leadership Team, Peterson Support Team

Work with FoP to secure a parent worker to lead parent engagement initiative, recruit parent volunteers, send frequent communication with parents in regards to volunteer opportunities

Jul 01, 2020 to Jun 01, 2022 - Friends of Peterson, Peterson Support Team, Parents, Teachers

Tech coordinator will create a volunteer page on our website that is updated frequently to support volunteers and communicate volunteer opportunities.

Jul 01, 2020 to Jun 01, 2022 - Peterson Support Team, Parents, Teachers

Identify a universal method of communication that allows parents to receive communication in different languages (Dojo)

Jul 01, 2020 to Oct 01, 2020 - Peterson Support Team, Teachers, Parents

Work with FACE, OLCE, to build the capacity of parents to take on leadership roles, fully understand their role, and communicate their importance to the school community.

Sep 01, 2020 to Jul 01, 2022 - PAC/BAC/PTA, Parents, Peterson Support Team

Offer PAC workshops focused making clear the connection between parent participation and student outcomes

Oct 01, 2020 to Jun 01, 2022 - PAC, Parents, Peterson Support Team

Volunteer coordinator collaborates with kindergarten teachers to target kinder parents and build their understanding of the impact of their voluntarism.

Aug 01, 2020 to Jun 01, 2022 - Teachers, Parents, Peterson Support Team

## Fund Compliance

### ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

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

### ESSA Schoolwide Program

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

The school engages in a thorough strategic planning process every two years, reviewing data, revising and updating the vision, and determining steps to achieve the vision as part of the strategic plan. Additionally, school-wide data and the vision are reviewed continuously throughout the year--at the beginning of the year, the middle of the year, and the end of the year. Data is analyzed and action steps are determined. All action plans are communicated with families regularly.

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

All Peterson teachers engage in rigorous planning professional development to create backwards-designed unit plans to support the needs of all students and provide opportunities for all students to demonstrate mastery. Peterson teachers participate in ongoing professional development in reading and math with content experts. Furthermore, ongoing interventions such as a Literacy Lab, a interventionist in primary, and a robust after-school program with small group, researched-based instruction in literacy and mathematics provide students the necessary knowledge and skills to be successful.



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

Peterson educators engage in Learning Cycles- weekly and monthly grade-level professional development around an instructional problem of practice in which they choose a researched-based strategy to implement with students to improve learning outcomes. Teachers engage in quarterly kid-talk discussions to ensure the needs of all learners are being met and that students have numerous opportunities to show growth and mastery. Peterson teachers also participate in Learning Walks to observe practices in other classrooms, provide insight and reflection, and implement feedback into practice. Additionally, Peterson partners with a literacy coach and mathematics coaches from local universities who provide coaching in researched-based best practices in literacy and math, and Peterson also has a STEAM coach who provides coaching in researched-based science best practices.

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

Peterson provides specific reform strategies that address students who require specialized and tailored support academically and social-emotionally, including: mentoring programs for K-4th graders ran by 6-8th graders; counseling provided by our two in-house counselors and counseling intern; research-based SEL small group programs (SPARKS, C-BIT) that target students who require executive functioning skills and social and emotional management; after school programs (Friendship Club, Community Game Time) that encourage mentoring and relationship building between middle school and primary students; Career Fair; and High School Fair. For academics, ongoing interventions such as a Literacy Lab, a interventionist in primary, and a robust after-school program with small group, researched-based instruction in literacy and mathematics provide students the necessary knowledge and skills to be successful.

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

Peterson utilizes a 3-stage, comprehensive hiring process to ensure high-quality and highly-qualified teachers, which includes a phone screening with the hiring team, demo lesson, and lesson debrief/ formal interview with administration and teachers. Peterson provides ongoing new teacher development in the form of: New Educator Cohort (bi-quarterly PD for classroom management and unit planning); mentoring with veteran teachers, and week-long PD for Universal Backward Design unit planning yearly in August.

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

All Peterson educators engage in monthly and quarterly professional development regarding Safety Care, Restorative Justice practice, Understanding by Design unit planning, problem of practice grade-level PLCs, and more. ELPT and Instructional coaches created and plan to implement ELL PD, focusing on unpacking WIDA English Language Standards and Can Dos, grouping students based on ACCESS scores, and revising learning plan to include differentiation and ELL instructional strategies.

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

Peterson coordinates and hosts yearly family event nights such as: Math Night, Literacy Night, SEL Night, International Night, Diverse Learners? Night, Family Movie Night, and Back To School Picnic. Parents are

also offered weekly English classes. Parents are encouraged to volunteer in school for events and field trips- currently we have over 300 approved volunteers.

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

Peterson hosts a Kick-Off to Kindergarten program during the summer to support new students in transitioning to Kindergarten. Additionally, Peterson hosts a Kindergarten Orientation and Picnic every year for incoming Kindergarten families.

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

Peterson teachers annually participate in creating the year-long assessment plan including district-wide assessments (NWEA, ACCESS, REACH).

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

Peterson implements a tiered MTSS protocol that outlines steps necessary to identify skill deficits, provide intervention, and record response to interventions. Teams discuss these students quarterly during grade level meetings and determine next steps (continued intervention, referral for specialized services). Data is shared with Diverse Learner Teachers, the Case Manager, and appropriate Related Service Providers (occupational therapists, speech therapists, social workers, psychologist, nurse, etc.) to develop interventions and conduct screenings. Students who are low achieving are specifically targeted to participate in after-school programs that focus on Math and Reading to increase student mastery using research-based programs such as Do The Math and LLI.

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

All students have daily access to free breakfast and lunch. If students participate in after-school activities they are provided a free snack as well. Throughout the year, the Parent Advisory Council offers parent workshops focused on topics such as restorative practices, sexual health education, and accessing technology. Furthermore, the Parent Advisory Council supports school events in order to increase parent engagement and their understanding of the impact parent partnerships have on student success.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Peterson involves parents in the joint development of the plan and policy in its CIWP process, and the plan and policy is reviewed annually every fall at a PAC meeting.

**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 meeting is on ----- and the PAC organizational meeting is on ----. Please see Fund Compliance for a detailed list of PAC activities.

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

Parents are encouraged and invited to formulate suggestions and participate in, as appropriate, decisions about the education of their children. This happens at all PAC meetings, at Peterson parent leadership meetings, LSC meetings, and through the CIWP process.

**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.**

Information is provided to parents about Title I, curriculum, and assessment throughout the year. This occurs at the annual Title 1 meeting in the fall, at PAC events/meetings such as Math Night, Literacy Night, STEM Night, Arabic Night, through sessions on the NWEA MAP assessment and Report Card Pick Up.

**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.**

NCLB letters are sent each year if a child has a teacher who is not highly qualified.

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

Peterson assists parents of NCLB Title 1 children to understand standards, assessments, and monitoring progress at events throughout the year such as: Back to School Night, Math Night, Literacy Night, STEM Night, Common Core Night, Curriculum Night.

**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.**

Peterson gives parents information to support their children at events throughout the year such as: Back to School Night, Math Night, Literacy Night, STEM Night, Parent-Teacher Conferences, and other curriculum nights

**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.**

Peterson educates staff in the value and utility of contributions by parents and how to communicate w/parents as equal partners throughout the year in GL meetings and PD.

**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.**

There is a preschool at Peterson and several PK parents attend PAC events.

**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.**

There is a weekly newsletter sent by e-mail and in a paper copy; and updated website; and robocalls made in English and Spanish.

## **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.)**

Vision: College Graduates. Community Leaders. Cultural Ambassadors. Our purpose or mission is to provide a challenging; backwards-designed curriculum aligned to the Common Core State Standards that guarantees mastery and prepares all students for graduation from college. It will be built upon texts that are complex, represent diverse cultures and experiences, and are relevant to our students and their lives. We will use authentic, performance-based assessments that allow students to transfer their knowledge and skills to real-world situations. Our instruction will address the needs of our students and will be designed to support all learners. We will build a caring and safe environment that cultivates the intellectual, physical, social, and emotional growth of our students while honoring the uniqueness of our students and respecting their gifts.

**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.**

Peterson will hold two parent-teacher report card conferences on the CPS scheduled times for report card pick up. Conferences will also be scheduled by request of students, parents, or teachers. The school is moving toward portfolio presentations for parents.

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

Report cards will be sent home each quarter. Progress reports will be sent out at each five-week interval between report card distributions. Grade books are updated biweekly and Aspen/Gradebook access is always available to families.

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

Staff will be available to parents each morning from 8:00-8:30 a.m. or by appointment. Parents may request a conference throughout the school year. Staff is also available through email.

**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.**

The school has a community and parent volunteer coordinator who is accessible to parents. The school has grade level parents at all grades who act as liaisons between the teacher and the community to meet the needs of kids. The school invites parents to chaperone field trips and participate in class events.

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

Multiple parents read with their children and complete reading logs. Several parents know the systems of the teacher for checking homework such as the go book, the agenda, etc. There are also several technologies that are used by parents such as Aspen Parent Portal and Dojo. Attendance is monitored on the report card but also celebrated through weekly awards and quarterly awards. Calls are made by the school when kids are not present or tardy, starting two-way communication.

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

The BAC is designed to support input into the BIL curriculum and instruction. The PAC continually educates parents to act as partners in reading, mathematics, science, and arts through things such as Literacy Night, Math Night, etc. The LSC approves the budget and the CIWP. Parents were actively involved in the CIWP process, evaluating the strengths and weaknesses of the school, and determining goals.

**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).**

There is an attendance plan to promote attendance and Tier 1, Tier 2, and Tier 3 interventions. The counselor, the attendance clerk, and the principal meet on a regular basis to monitor the implementation of the attendance plan and results. Additionally, there are quarterly awards to recognize attendance. There is time built into the schedule for focus on SEL, such as morning meeting and advisory. Students have the opportunity to do goal setting and reflection during this time. There are quarterly vision and honor roll awards.

## 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.**

The goal is to increase student achievement through parent involvement by:

- Roundtable Discussions
- Math and Literacy Night
- STEM Night
- Curriculum Night

-Information Sessions on School Issues for Parents (Budget, Grief)  
 -Information for Parents on Social and Emotional Learning

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<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.	\$0.00
<b>53405</b>	<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.	\$977.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1355.00
<b>54125</b>	<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)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$600.00
<b>54205</b>	<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.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$977.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00

<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00
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