

John T Pirie Fine Arts & Academic Center ES 2020-2022 plan summary

Team

Name	Role	Email	Access
Senalda Grady	Principal	srgrady@cps.edu	Has access
Stacie Bell	Librarian	slbell2@cps.edu	Has access
Jamie Brewton	Teacher	jbrewton@cps.edu	Has access
Lori Matthews	Teacher	lamatthews@cps.edu	Has access
Kimberly Rosa	Teacher	kprosa@cps.edu	Has access
Allyson VerSchave	Teacher	aagoddard@cps.edu	Has access
Ava Davis	Counselor	aldavis3@cps.edu	Has access
Wendy Sears	Diverse Learning Teacher	wvriedel@cps.edu	Has access
Keesiya Robertson	Diverse Learning Teacher	klrobertson1@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/14/2020	Ms. Grady, Mrs. Bell, Ms. Matthews, Mrs. Davis, Ms. Sears, Ms. Brewton, Mrs. VerSchave	Organization of Committee and Review of CIWP process, due dates, and data categories
02/11/2020	Ms. Grady, Mrs. Bell, Ms. Matthews, Mrs. Davis, Ms. Sears, Ms. Brewton, Mrs. VerSchave	Identify Priorities and SEF Frameworks
02/18/2020	Ms. Grady, Mrs. Bell, Ms. Matthews, Mrs. Davis, Ms. Sears, Ms. Brewton, Mrs. VerSchave	Review Data, Priority Areas, Develop Hypothesis and Root Causes
02/25/2020	Ms. Grady, Mrs. Bell, Ms. Matthews, Mrs. Davis, Ms. Sears, Ms. Brewton, Mrs. VerSchave	Review Goals and Critical Needs, Complete Updates

Date	Participants	Topic
03/10/2020	Ms. Grady, Mrs. Bell, Ms. Matthews, Mrs. Davis, Ms. Sears, Ms. Brewton, Mrs. VerSchave	Complete Root Cause Analysis Protocol
04/14/2020	Ms. Grady, Mrs. Bell, Ms. Matthews, Mrs. Davis, Ms. Sears, Ms. Brewton, Mrs. VerSchave	Develop Theory of Action statements, identify 3-5 Strategies and Action Steps
04/15/2020	Ms. Grady, Mrs. Bell, Ms. Matthews, Mrs. Davis, Ms. Sears, Ms. Brewton, Mrs. VerSchave	Continue with identifying strategies and action items
04/28/2020	Ms. Grady, Mrs. Bell, Ms. Matthews, Mrs. Davis, Ms. Sears, Ms. Brewton, Mrs. VerSchave	Review Updates for Theory of Actions, Strategies, and Action Items
05/05/2020	Ms. Grady, Mrs. Bell, Ms. Matthews, Mrs. Davis, Ms. Sears, Ms. Brewton, Mrs. VerSchave	Update Theory of Actions, Strategies, and Action Items following the feedback from Network 12 Administrators

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change

- 3 Make “safe practice” an integral part of professional learning
- 3 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** The school’s mission and vision statement is posted on banners in both buildings for all staff, students, parents, and community stakeholders to view as they enter our buildings. The vision statement is communicated to the school community during the State of Address parent meeting in September. In addition, we share our school’s vision via the school’s website, Facebook page and monthly newsletter. The vision statement was explained to all P.A.C. and LSC members in September and October. Teachers were given a full explanation about our vision during the August PD sessions. All professional development workshops were aligned to the vision and the Priority Goals that were developed. The 2019 My School, My Voice Survey was communicated with all parents at the State of Address meeting. During Common planning times, grade bands discuss data and academic achievement among all students to identify trends, strengths, and challenges for students and/or teachers. Teachers collaborate to prepare students as they transition through grade levels. This is reflected in grade level agendas. Based on the Five Essentials survey, teachers also rated the area of Teacher Collaboration as Strong with a score of 78%. In addition, this survey showed that teachers observe each other’s practices and work together to review assessment data and develop instructional strategies. Teachers were observed beginning to implement restorative practices with students to help improve our SEL culture and climate. All teachers set up a calm corner within their classrooms for students to go to for redirecting their behavior. All teachers participated in a Conscious Discipline PD in August and then 6 teachers participated in a Conscious Discipline Book Study during the school year. Teachers are empowered to make or influence significant decisions. During teacher summit trainings teachers are provided with the leadership skills needed to effectively train teacher teams on instructional practices. All staff were provided with the opportunity to participate in various Network 12 meetings throughout the school year to obtain strategies that will help increase student mastery on the CCSS and NGSS. Participating teachers reported out to all staff members during grade level meetings or during the PD days to share the resources they received from the meetings, as reflected in the meeting agendas. Paraprofessionals also attended workshops during the year in the areas of social and emotional learning and academic enhancements. According to the 5 Essentials survey, our staff rated Pirie as Strong in the area of Quality Professional Development, with a score of 86. All grade level agenda topics were aligned to the 3 Priorities identified in the CIWP. Pirie sustains a coherent instructional program following the pacing guide as provided by Network 12. Using this guide, teachers create learning goals to best meet the needs of their students. Teachers were given a pacing guide to follow as they planned weekly lessons and were monitored by reviewing data in gradebook, lesson plans, and during learning rounds. Every five weeks teachers were given On-Track/Off-Track data to review and develop interventions for students who were Off-Track.
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school

- 3 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
- 3 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Teachers were observed beginning to implement restorative practices with students to help improve our SEL culture and climate. All teachers set up a calm corner within their classrooms for students to go to for redirecting their behavior. All teachers participated in a Conscious Discipline PD in August and then 6 teachers participated in a Conscious Discipline Book Study during the school year. Teachers are empowered to make or influence significant decisions. During teacher summit trainings teachers are provided with the leadership skills needed to effectively train teacher teams on instructional practices. All staff were provided with the opportunity to participate in various Network 12 meetings throughout the school year to obtain strategies that will help increase student mastery on the CCSS and NGSS. Participating teachers reported out to all staff members during grade level meetings or during the PD days to share the resources they received from the meetings, as reflected in the meeting agendas. Paraprofessionals also attended workshops during the year in the areas of social and emotional learning and academic enhancements. According to the 5 Essentials survey, our staff rated Pirie as Strong in the area of Quality Professional Development, with a score of 86. All grade level agenda topics were aligned to the 3 Priorities identified in the CIWP. Pirie sustains a coherent instructional program following the pacing guide as provided by Network 12. Using this guide, teachers create learning goals to best meet the needs of their students. Teachers were given a pacing guide to follow as they planned weekly lessons and were monitored by reviewing data in gradebook, lesson plans, and during learning rounds. Every five weeks teachers were given On-Track/Off-Track data to review and develop interventions for students who were Off-Track. All budget expenditures were aligned to the CIWP priorities to support student learning and teacher practices.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - 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
 - 3 Curriculum is aligned to expectations of the standards
 - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 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:** The following data was used as evidence and a measure of the effectiveness of the current curriculum being utilized. Based on the 2019 Five Essentials Survey data, Pirie received a 54 on Ambitious Instruction, which earned a neutral rating. Based on the results, our rating for Math Instruction was strong,

however, the Quality of Student Discussion, English instruction, and Academic Press received a rating of Neutral. All lessons were designed following the CCSS and NGSS and a curriculum map was used by all teachers to identify which standards and skill would be addressed for each quarter. Teachers participated in PD that focused on engaging students in productive struggle, hands-on projects, and student led investigations. All teachers participated in SEL training for incorporating restorative practices within their classrooms. K-2 teachers began implementing Phase 1 of the Personalized Learning program. Teachers in 3rd-5th along with the Diverse Learning teachers attended PD all year for Personalized Learning. Teachers received a new set of classroom library books and received training on how to implement guided reading within the literacy instructional block. Instructional time blocks were followed by every teacher to assure core subjects were adequately addressed in the allotted time required. Teachers were required to input grades weekly in alignment with the curriculum map. Math instruction was moved to the beginning of the day for all grade levels. The following Curriculum was utilized for each subject area. For math instruction, the following instructional materials were used to enhance curriculum: Go Math, Engage NY and Envisions. All of the aforementioned areas boost rigor during instruction. For Reading and Writing instruction, the following instructional materials were used to enhance curriculum: Reading Street Common Core, LLI in primary grades (a research based intervention tool that promotes a greater depth for learning), Sadlier School (Common Core Progress, Vocabulary, & Phonics), Foundations for K-2 and Zaner Bloser Strategies for Writers. Additional supplemental materials were tailored to meet the needs of students in all grade levels and was evident when samples of assessments and/or classwork was collected. For Science, teachers began to utilize the Amplify Science program and some teachers continue to utilize the Interactive Science Curriculum. The Knowledge Center was used as an outside resource for Social Science instruction, which was available to all staff. K-2 teachers piloted the Pearson Social Studies curriculum. The curriculum for Social Emotional Learning was implemented through the CHAMPS, Second Step, and Conscious Discipline. All teachers were trained and provided with instructional materials to support social emotional learning.

- 3 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 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
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Lessons were tailored to meet the needs of all students following the Curriculum Map, CCSS, and NGSS. Students were provided opportunities to explain their thinking during whole group and small group instruction. Students were observed explaining their thinking during Math Talks, Reading Discussions, and while participating in lessons that engaged students in investigative experiments. All students completed goal setting sheets for the school year and

updated their sheets after each quarter and completion of district wide assessments. All teachers include Health instruction during the Science Block. If teachers do not have 80% of their students master the standards taught on the quizzes or exams, teachers must conduct reteach lessons and students are given another opportunity to re-do the assessment.

- 3 - Balanced Assessment and Grading
 - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 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
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Guide for Balanced Assessment and Grading Our gradebook policy for the 2019-20 school year is as follows: All gradebook categories must be updated each quarter to reflect the correct percentages for the weights and the categories must be updated to reflect the following: Categories include homework, assignments, quizzes, exams, and class participation. 10% for Homework, 25% for Assignments, 25% Quizzes, 35% Exams, and 5% Class Participation. The following grading scale must be used: 100-90=A, 89-80=B, 79-70=C, and 69-60=D, 59 and below=F. Letter grades may not be used to enter grades because the gradebook system will factor in the lowest percentage which will not be an accurate account of student progress. Only percentages can be entered for all types of grades. Encore Team: Students will receive grades in the following areas for Library and Music: Assignments, Class Participation, Quizzes, and Exams. For P.E., students will receive grades in the following categories, Preparedness, Class Participation, Exams, Quizzes. The Encore team will not give grades for Homework. The weights are as follows for Library, Music, and Art: 35%=Assignments, 30%=Exams, Quizzes=20%, and 15%=Class Participation. For P.E. the weights are as follows: 50%=Class Participation, 30%=Exams, 10%=Quizzes, and 10%=Preparedness. Gradebooks must be updated by the end of the day on Monday of each week and will be monitored by administration on Tuesdays using a check list. The ILT team conducted gradebook audits to help monitor student progress and ensure teacher accountability for monitoring their gradebooks. Gradebook entries must include the CCSS noted at the top of each entry. The teachers' lesson plans include small group plans/activities based on their students' deficit area according to their current NWEA/TRC/mClass Math data. The small group lessons must be submitted to the

principal with lesson plans and teachers must document progress of interventions on their templates. Teachers select their own assessments unless otherwise specified by Principal. Teachers evaluate student learning tasks and assessments each week when planning the next week's lesson plans. The lesson plans are adjusted as needed. At the end of each quarter, students were given an assessment for Reading and Math using the Edgenuity program which measured student mastery on the standards that were taught during the quarter following the Curriculum Map. The assessments were developed by the Network 12 administrators. Within the lesson plans teachers explicitly state what the formative and summative assessments will be for that week. All teachers were required to administer either a quiz or exam that was aligned to what was taught every 5 weeks in the areas of Reading, Math, Science, and Soc. Science. If teachers did not have 80% mastery for a particular standard, they would need to re-teach and re-assess that standard. Based on the data from Dashboard, we had more than 45% of our students Off-Track by the end of each marking period. During a grade level team meeting each grade band designed their own small group curriculum map using the NWEA/TRC/DIBELS data from Spring 2019 Data. The data was used to determine how many students had already met or exceeded their attainment and growth. That information was then used to create effective small groups according to the student's deficits in order to meet the end of the year goals set forth by the Network and SQRP metrics. Teacher and student goal setting sheets have been used to create individual student learning paths to encourage goal setting and to help students develop responsibility for their learning. Attendance data boards are created to provide students opportunities to track their own attendance data each week. The Data Boards are displayed outside of every classroom.

- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 2 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)
 - 2 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)
 - 3 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)
 - 3 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)
 - 1 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)
 - 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
 - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)

- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 1 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 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)
- 1 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 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)
- 4 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:** When formative assessments show a need for intervention or enrichment, teachers makes effective impromptu adjustments to instruction. This is monitored through classroom observations conducted by the ILT during learning rounds or by administration following Domain 3E criteria for REACH observations. All teachers have been trained on how to create and implement MTSS supports during their whole group and small group instruction. Students are grouped according to their NWEA RIT scores and/or TRC/DIBELS data. All teachers utilize the Edgenuity on line Reading and Math program to create a learning

path for students in all grades. Teachers have additional Reading and Math resources to use for targeted instruction. All teachers have been trained by the ODLSS Network Administrators on how to use baseline data to create MTSS interventions and track student progress. Teachers also receive support from the related service team which includes the counselor, social worker, psychologist, nurse, speech therapist, and occupational therapist. According to Dashboard On Track Data, our attendance rating has significantly dropped, from 93%-92% by the end of Spring 2019. The Attendance committee meets twice a month to discuss student attendance data and they work on developing a variety of school wide incentives and interventions for students. Our attendance committee identified students whose attendance rate was between 90-94% and we began to plan MTSS interventions to help those students improve in the area of coming to school each day. Incentives were also planned for the targeted group of students throughout the school year. For MTSS support in the area of academics, all teachers must give a re-take of a quiz or exam if they do not have 80% mastery for their class on the standards that were taught. During the ILT learning rounds, the team has currently identified students who are off-track with the goal of determining the root causes of their academic struggles and provide interventions for teachers to use to close the achievement gaps. The small group lessons must be submitted to the principal with lesson plans and teachers must document the progress of interventions on their templates. Extended day Reading and Math programs have been provided for all Kdg.-6th grade students. Students who are leveled as Tier 2 or Tier 3 are selected to participate in the after school Reading and Math tutoring programs. Teacher and student goal setting sheets have been used to create individual student learning paths to encourage goal setting and to help students develop responsibility for their learning. Teachers in Grades K-5th have started creating learning profiles for students who are participating in the Elevate: Personalize Learning Programs. A student focus group was established to have conversations with students about the Attendance Initiatives and concerns they have about the low attendance rates.

- 2 - Transitions, College & Career Access, & Persistence
 - 1 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
 - 1 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:** Teachers created college boards at the beginning of the school year highlighting where they went to school. Teachers discussed with all students the importance of preparing for junior high, high school, and college. The counselor brought in the Junior Achievement program in which they talked to all grade levels about college and career preparation. The students completed activities that focused on team building activities and careers. High Jump representatives visited our 6th Grade students and provided them with opportunities to apply for their summer programs. Our 6th Grade students shadow the 7th Grade students at Dixon in the Spring to learn about Junior High programs. They participate in lessons and have an opportunity to ask questions about 7th grade to a panel of students, staff, and administrators. Our Pre-K students are exposed to all Prep classes so they are prepared for Kindergarten.

Quality and Character of School Life

- 2 - Relational Trust
 - 2 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)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** The Principal develops a personal relationship with all students (Pre-K to 6th). Administrators, Paraprofessionals, Teachers and the Security Officer serve as mentors and provide check-ins with students at various grade levels. Dr. McNeal, along with the behavior team worked to identify a group of at risk students to target for the after school mentoring program. The counselor and social worker met with students in peace circles to conduct conversations around solving peer conflicts, dealing with anger, and making better choices as they socialize with their peers. We partnered with the Together Chicago Mentoring group who provided SEL lessons and strategies for teachers to use to promote positive student to student and student to teacher interactions. The program also provided a mentoring program for 4th-6th grade boys after school. Social emotional learning is integrated our daily instructional lessons. All teachers created a calm corner for students to use to redirect their behavior and refocus on instruction. Students could also write down how they were feeling and select their own activity to help them to calm down and rejoin the class. Teachers participate in Social Emotional Professional Development to enhance their best practices in the area of respect and rapport as well as crisis management. All grade level teams have common planning times to encourage collaboration and consultation. Weekly grade level meetings occur to discuss data, policies, and expectations of Pirie. The Music teacher collaborates with all grade levels to facilitate assemblies during the year and meet each semester with all grade levels to integrate the Fine Arts into the curriculum. The ENCORE team also introduces themselves at the beginning of the year to all classes, even if they don't see the class first quarter, so all students are familiar with the adults in the building. New teachers are partnered with mentors to help them planning, classroom management, and/or provide support in becoming a proficient or distinguished educator as measured by the REACH Frameworks. Teachers are celebrated throughout the school year for their accomplishments. Staff members may schedule meetings with administration to discuss concerns they may have throughout the school year.
- 2 - Student Voice, Engagement, and Civic Life
 - 1 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)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 1 Authentically interact with community and civic leaders
 - 1 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 1 Experience a schoolwide civics culture
 - **Evidence:** Students are able to meet with the counselor, social worker, or administration to discuss issues they may have with their teachers, classmates, or

families in a confidential setting. Check in visits are conducted to check on students who have displayed some emotional concerns that are affecting their school work or attendance. A student advisory group was developed for grade bands 3rd-4th and 5th-6th to discuss attendance concerns for students and students in grades 5th-6th were given the opportunity to discuss some other barriers they feel are affecting their well-being or self-esteem. Learner profiles were developed for students in grades Kdg.-5th to which included information about how students learn, where they like learning, and what are their favorite subjects. The students were also given the opportunity to select the type of seating arrangements in Kdg.-2nd and the 2nd-5th grade group began planning for next year's classroom learning environment. Pirie provides ongoing exposure to a wide variety of extracurricular activities through the After School All Stars program. During the 2019-2020 school year, Pirie offered Cheerleading, Yoga, Kindness Crafts, Science Club, Chorus, Drum Line, Harvest Joy, Sports Camp, Book Club, and Painting recreational classes after school. Furthermore, Pirie offers academic classes to support struggling students achievement. Students are given an opportunity to select the activity that best matches their needs, talents, and interests.

- 2 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 2 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:** During the first couple of weeks of school, expectations of classroom and school wide behaviors are discussed with all students. A school wide assembly was conducted to model positive behavior on the playground, in the hallways, in the classroom, in the lunchroom, at the washroom, and in all Prep classes. The Pirie Motto "Be Safe, Be Respectful, and Be Responsible" is recited by students after the pledge and the character education trait is shared with all students during the morning announcements. Behavior and Safety plans are created for students who are at risk of causing harm to themselves or others. SASS is requested when additional help is needed to address the social and emotional concerns of students. Assistance from other outside agencies are used to provide counseling support for students with social and emotional needs. All staff members have been trained on Protecting Chicago's Children and posters are displayed around the building if students or adults need the phone numbers to report incidents. Pirie has established a Safety Plan which instructs students on proper procedures during emergency situations. The following drills have been conducted: 2 Fire Drills, 1 Allergen Drill, 1 Shelter in Place, 1 Lockdown Drills, and 1 Tornado Drill. All staff members have been trained on safety procedures and each teacher maintains a folder and a handout with the ELSA drills. Security cameras are used to assist with monitoring students, inside the school building, and on school grounds. Since the implementation of Second Step, Conscious Discipline, and Restorative Practice interventions, Pirie has established school wide expectations and procedures for maintaining order in the classrooms and referring students to the office for discipline. Students engage in Social Emotional lessons through the Second Step program that help to create positive replacement behaviors. At the beginning of the year, the staff established which behaviors should be managed by the classroom teacher and which behaviors

should be addressed by the administration. Incentives are given for positive behavior each month through a lottery. Professional development in the area of Conscious Discipline was held in August to identify behavioral strategies that can be used in all classroom settings. PSRP staff along with teachers utilize SEL strategies to address the SEL needs of students. The social worker provides interventions with groups of students in a push in setting or outside of the classroom to enhance positive student to student relationships and/or student to teacher relationships.

- 2 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Pirie is working towards fostering a positive school wide culture to improve classroom behavior, motivate students to put forth their best efforts, and increase academic engagement. Since the implementation of Second Step, Conscious Discipline, and Restorative Practice programs, Pirie has identified school wide procedures and expectations for maintaining order in the classrooms and common areas within the school setting. Students engage in Social Emotional lessons through the Second Step program that help to create positive replacement behaviors. At the beginning of the year, the staff established which behaviors should be managed by the classroom teacher and which behaviors should be addressed by the administration. Incentives are given for positive behavior each month through a lottery. Professional development in the area of Conscious Discipline was held in August to identify behavioral strategies that could be used in the classroom settings to improve student to teacher and student to student interactions. PSRP staff along with teachers utilize SEL strategies to address the SEL needs of students. The social worker provides interventions with groups of students in a push in setting or outside of the classroom to enhance positive student to student relationships and teacher to student relationships. Classroom management is monitored through check in visits or during classroom observations. Discipline referrals are reviewed that are submitted by all teachers. The use of Restorative Conversations and having students journal about their peer conflicts have resulted in students resolving their conflicts by working together and developing goals for improving their behavior. Discussing incidents with parents and students has also greatly increased as compared to last year which has led to parents' willingness to partner with the school to improve student to student relationships.
- 3 - 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
 - 4 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)

- 3 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 1 Partner equitably with parents speaking languages other than English
- 2 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:** According to the 2019 Five Essentials, Pirie has a rating of Strong for Involved Families. Based on the data from the LSC and P.A.C. meetings from the 2019-20 school year, our parent participation has declined. We had several meetings in which there wasn’t a quorum which led to the meetings being cancelled. All parents were invited to the monthly meetings via newsletter, website, facebook, and memos. Pirie frequently communicates with parents through many methods. Monthly Newsletters and Calendars are sent home with students so parents can be advised of important information. Teachers use phone calls, class dojo, or remind me apps to communicate with parents about school events and student progress. Pirie maintains a school website which is updated monthly. Pirie also has a Facebook page to alert parents and send reminders of school events. At the beginning of the year, Pirie hosted a State of Address meeting to review the vision, expectations, grade level standards, grading policies, attendance expectations, and programs that were being offered during the year. Parents are then given an opportunity to visit classrooms and meet their child’s teacher. A Parent Handbook and an Attendance Handbook was sent home in September. All of this information was then posted on the school website so all parents could access it at any time. Our librarian also hosted a Book Fair during our Open House event to kick off the school year developing a love for reading as they purchased books for their children. Pirie provides several opportunities for parents to engage with the school and other families via monthly participation in Parent Advisory Council (The PAC chooses topics for parent training and invites guest speakers to give information to parents) and the Local School Council. The Local School Council meets monthly and all parents are invited to participate. They are also invited to volunteer in the school. Parents receive agendas and the meeting times are posted on the marquee, hung on the school doors, and sent home in memos, the newsletter, and the monthly calendar. During the Open House and Report Card Pick Up event, parents were encouraged to set up their parent portal in Aspen.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Physical and Emotional Safety	0

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

Area of Critical Need 1	Our school wide discipline referrals have increased due to behavior disrupting instruction.
Root Cause 1	Classroom norms and/or routines are not consistently aligned to the school wide discipline policies.
Area of Critical Need 1	Based on our 5 Essentials Survey, students do not feel safe either physically or emotionally.
Root Cause 2	Classroom norms and/or routines are not consistently aligned to the school wide discipline policies.

Area of Critical Need 3	Based on our NWEA Math Growth for 3rd-6th grade, we have decreased the percentage of students meeting their growth targets.
Root Cause 3	Teachers are not able to consistently meet with small groups to address learning deficits.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate Our attendance rate has been below 95% for the past three years and it is still decreasing based on this year's data.	African American		95.00	96.00
	Overall		95.00	96.00
SQRP: National School Growth Percentile - Math (Grades 3-8) Based on the SQRP National School Growth Percentile for Math, our students scored within the 27th percentile for grades 3rd-6th.	African American		50.00	65.00
	Overall		50.00	65.00
Vision: NWEA Attainment G2 (Math) Based on the SQRP National School Attainment Percentile for Math our students scored within the 11th percentile.	African American		50.00	60.00
	Overall		50.00	60.00
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Based on our 2019-20 5 Essentials Survey, our rating went down to Organized. Areas of improvement are needed in students feeling safe, relational trust, and collaborative relationships among staff.				5.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	If we implement a behavior intervention system, establish clear expectations and consequences, and using the strategies with fidelity,
Then we see...	then we will see adults modeling the clear expectations for students and utilizing the strategies that have been established in the behavior plan, students self-monitoring their behavior, showing respect towards their peers and staff members,
which leads to...	which will lead to adults having positive interactions with students, establishing relational trust, a reduction in discipline referrals by 50%, a decrease in classroom disruptions, increase student attendance to 95%, increase student performance school wide by 10% as measured by meeting or exceeding attainment on all district wide assessments, and have at least 90% of our students feeling safe in our school environment as measured by the 5 Essentials Survey.
Budget Description	Funding will be needed to pay for mentoring programs for girls and boys to participate in during the after school programming times. We will need continued support from CPS by being assigned a Restorative Practice coach to continue with training.
Tags	Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline
Action steps	<ul style="list-style-type: none"> (Not started) Establish a Behavior Intervention Team <p>Tags:Paths, Physical and Emotional Safety, Restorative justice, Supportive and Equitable Approaches to Discipline</p> <ul style="list-style-type: none"> (Not started) Select a calendar for meeting dates and times.

Tags:Paths, Physical and Emotional Safety, Restorative justice, Supportive and Equitable Approaches to Discipline

- (Not started) Hire an Assistant Principal

Tags:Paths, Physical and Emotional Safety, Restorative justice, Supportive and Equitable Approaches to Discipline

- (Not started) The school community will assist in developing a school wide behavior intervention system which details specific guidelines that will be followed by students, staff, and the behavior intervention team.

Tags:Paths, Physical and Emotional Safety, Restorative justice, Supportive and Equitable Approaches to Discipline

- (Not started) In order to increase Family Partnerships, we will survey parents regarding the best ways we can support families in the areas of physical and emotional supports as well as developing supportive and equitable approaches to discipline.

Tags:Paths, Physical and Emotional Safety, Restorative justice, Supportive and Equitable Approaches to Discipline, Differentiated instruction, Family & Community Engagement, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC

- (Not started) All staff will participate in Restorative Practice training which will be led by a Restorative Practice coach assigned to the school.

Tags:Academic, Relational Trust, Paths, Physical and Emotional Safety, Restorative justice, Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, OSCP: Social/Emotional Support, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) After reviewing the Parent Surveys, the team will develop a calendar for Parent Training workshops that may take place during the PAC, LSC, Virtual Sessions, or Family Night events. The trainings will focus on providing parents with equitable approaches to Discipline and providing supports for physical and emotional safety concerns.

Tags:Professional development, Student Voice, Engagement, and Civic Life, Paths, Physical and Emotional Safety, Differentiated instruction, Family & Community Engagement, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, SSCE: Community Engagement, SSCE: Inclusive Partnerships

- (Not started) Develop student advisory groups from grade bands PK-2, 3-4, and 5-6.

Tags:SSCE: Student Voice, SSCE: Student Leadership, SSCE: Student Voice CIWP

	<ul style="list-style-type: none"> • (Not started) Student advisory groups will meet twice a month during recess/lunch period to discuss student issues they are having with academics or peer conflicts. Students will have opportunities to plan school wide events and give input for the incentives they would like to see for students. <p>Tags:Professional development, Student Voice, Engagement, and Civic Life, SSCE: Student Voice, SSCE: Student Leadership</p> <ul style="list-style-type: none"> • (Not started) Teachers will share with each other the SEL strategies that are being used within their classrooms during grade level meetings. Administration will also share with teachers the discipline referrals that teachers have submitted and evaluate how their strategies have been successful or unsuccessful. <p>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) All teachers will establish a calm corner for students to utilize when they need to refocus their behavior during the instructional lessons. <p>Tags:OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> • (Not started) Administration will review Discipline Notices that are submitted to the office to track the frequency of notices being issued weekly, the reasons why students are receiving the notices, when they are occurring, which classrooms are submitting, and when are the discipline infractions mostly occurring during the day. <p>Tags:Physical and Emotional Safety, MTSS: Progress Monitoring, OSCPA: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices</p>
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Strategy 2

If we do...	If we provide professional development on best practice strategies for teachers on planning, creating and implementing lessons that include rigorous tasks, student discourse, within the core disciplinary content areas, aligned to the CCSS and NGSS,
Then we see...	then we will see an increase in teachers collaborating with each other to plan and create differentiated lessons, students participating in lessons tailored to their needs, engaging in productive struggle and developing a deeper understanding of the content, while participating in hands-on activities, investigations, and inquiries
which leads to...	which leads to students improving their agency, identity, and authority. This will lead to a 7-10% reduction in the percentage of students receiving a D or F in core subject areas, have at least 57% of 3rd-6th grade students on track according to Dashboard Data, and have at least 95% of the teachers rated as proficient or distinguished in components 1A-1E of the REACH Framework for planning.
Budget Description	Funding is needed to provide substitute coverage for all teachers to participate in peer observations during the day, attend professional development workshops which focus on

	<p>the CCSS and NGSS and participate in workshops that focus on planning differentiated lessons following the REACH Domain 1 frameworks.</p>
<p>Tags</p>	<p>Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Curriculum</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <p>• (Not started) Personalized Learning strategies will be implemented in Pre-K-6th Grade classrooms which will include flexible seating, personalized learning plans, student choice, technology usage by all students, differentiated instruction and assignments, and small group learning.</p> <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation</p> <p>• (Not started) ILT will generate a school wide monitoring tool that will require teachers to reflect on students at risk of failing and highlight the interventions being utilized and meet with the MTSS lead to determine next steps for improvement and timeline for completion. Teachers will discuss their data during grade level meetings.</p> <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Tier 2 and 3 Interventions</p> <p>• (Not started) Develop a needs assessment for all teachers targeted to identify strengths and challenges as it pertains to the implementation of the CCSS and NGSS and creation of differentiated instruction.</p> <p>Tags:Instruction</p> <p>• (Not started) Based on the needs assessment, the administration and ILT team will develop a calendar schedule for professional development for the school year.</p> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement</p> <p>• (Not started) The ILT will determine a monitoring system to determine if the new learning from the professional development workshops is being implemented.</p> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement</p> <p>• (Not started) All teachers will be provided with the Curriculum Map for Reading and Math which outlines the standards that should be addressed for each quarter. Teachers will review and discuss their lesson plans during grade level meetings to</p>

	<p>show how they are planning lessons that are aligned to the CCSS and NGSS, and include rigorous tasks.</p> <p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Curriculum</p> <ul style="list-style-type: none"> (Not started) The ILT team will meet during the ILT meetings to review the lesson plans following the monitoring tool from the CIWP framework guide to ensure plans are aligned to the CCSS and grade book entries. <p>Tags:Leadership for Continuous Improvement, Instruction</p> <ul style="list-style-type: none"> (Not started) Administration will meet with all grade level teams during common planning time to review data from the gradebooks and student work as outlined by the monitoring tool. <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> (Not started) Teachers will attend on-going professional development regarding the implementation of CCSS and NGSS. <p>Tags:Instruction</p>
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Strategy 3

If we do...	If we customize the learning environment to meet the needs and interests of the various learning styles for all students through whole group and small group instruction, address the pacing and approaches of teaching
Then we see...	then we will see teachers utilizing the learner profiles to plan activities and deepen their knowledge about students, positive rapport between students and teachers, and we will empower students to advance their learning through agency
which leads to...	which leads to a 7-10% reduction in the percentage of students receiving a D or F in the core subject areas, have at least 57% of 3rd-6th Grade students on track, teachers will develop interventions for students and enter the progress of students in the MTSS system in Aspen and have 80% of students master the standards as measured by the quizzes and exams given by the classroom teachers.
Budget Description	Funding is needed to provide substitute coverage for the MTSS team to attend professional development workshops throughout the school year which focus on MTSS, Improving Instruction, and SEL development.
Tags	MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> (Not started) Establish an MTSS team of 4 people.

Tags:MTSS, MTSS: Shared Leadership

- (Not started) The MTSS team will conduct a needs assessment using the Problem Solving Process to identify strengths and areas of need as it relates to student learning.

Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process

- (Not started) ILT will generate a school wide monitoring tool that will require teachers to reflect on students at risk of failing and highlight the interventions being utilized and meet with the MTSS lead to determine next steps for improvement and timeline for completion. Teachers will discuss their data during grade level meetings.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, Math: Equitable Access

- (Not started) The Diverse Learning team will participate in professional development workshops which focus on the implementation of remedial reading strategies which are aligned IL-Empower grant.

Tags:MTSS: Shared Leadership, ONS: Continuous Improvement

- (Not started) Personalized Learning strategies will be implemented in Pre-K-6th Grade classrooms which will include flexible seating, personalized learning plans, student choice, technology usage by all students, differentiated instruction and assignments, and small group learning.

Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Teachers will create learning plans that are personalized for each learner based on the learner's needs, strengths, interests, and preferences. Learners will be able to independently articulate the value and purpose of activities on their learning plans which are designed to provide learners with an opportunity to practice, develop, and articulate the current academic and/or social-emotional learning goals they are working towards to show mastery.

Tags:MTSS: Progress Monitoring, Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Teachers will present learners with authentic choices on where, how, and when they would like to learn a skill. Learners will make educated choices based on their knowledge of their needs, strengths, interests, and preferences.

	<p>Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) ILT will generate a school wide monitoring tool that will require teachers to reflect on students at risk of failing and highlight the interventions being utilized and meet with the MTSS lead to determine next steps for improvement and timeline for completion. Teachers will discuss their data during grade level meetings. <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Teachers will review data in grade level meetings regarding students off track during the 4th and 9th week to identify what interventions are being implemented to help students and develop next steps for improvement. <p>Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> (Not started) Teachers will attend on-going professional development workshops which focus on personalized learning and incorporating small group lessons within their classroom environment. <p>Tags:Instruction, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring</p>
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Action Plan

Strategy 1

Establish a Behavior Intervention Team

Jun 22, 2020 to Jun 22, 2020 - Principal

Select a calendar for meeting dates and times.

Jun 22, 2020 to Jun 22, 2020 - Behavior Intervention Team

Hire an Assistant Principal

Aug 31, 2020 to Aug 31, 2020 - Principal

The school community will assist in developing a school wide behavior intervention system which details specific guidelines that will be followed by students, staff, and the behavior intervention team.

Jul 01, 2020 to Sep 11, 2020 - Behavior Intervention Team/Staff/Students/Parents, PAC, LSC

In order to increase Family Partnerships, we will survey parents regarding the best ways we can support families in the areas of physical and emotional supports as well as developing supportive and equitable approaches to discipline.

Aug 24, 2020 to Jun 18, 2021 - Principal, Teachers, Parents

All staff will participate in Restorative Practice training which will be led by a Restorative Practice coach assigned to the school.

Sep 08, 2020 to Jun 18, 2021 - All Staff

After reviewing the Parent Surveys, the team will develop a calendar for Parent Training workshops that may take place during the PAC, LSC, Virtual Sessions, or Family Night events. The trainings will focus on providing parents with equitable approaches to Discipline and providing supports for physical and emotional safety concerns.

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Develop student advisory groups from grade bands PK-2, 3-4, and 5-6.

Sep 18, 2020 to Sep 18, 2020 - Teachers

Student advisory groups will meet twice a month during recess/lunch period to discuss student issues they are having with academics or peer conflicts. Students will have opportunities to plan school wide events and give input for the incentives they would like to see for students.

Sep 21, 2020 to Jun 18, 2021 - Administration, Students

Teachers will share with each other the SEL strategies that are being used within their classrooms during grade level meetings. Administration will also share with teachers the discipline referrals that teachers have submitted and evaluate how their strategies have been successful or unsuccessful.

Sep 08, 2020 to Jun 18, 2021 - Teachers, Administration

All teachers will establish a calm corner for students to utilize when they need to refocus their behavior during the instructional lessons.

Sep 04, 2020 to Sep 04, 2020 - Teachers

Administration will review Discipline Notices that are submitted to the office to track the frequency of notices being issued weekly, the reasons why students are receiving the notices, when they are occurring, which classrooms are submitting, and when are the discipline infractions mostly occurring during the day.

Sep 21, 2020 to Jun 18, 2021 - Principal, Assistant Principal

Strategy 2

Personalized Learning strategies will be implemented in Pre-K-6th Grade classrooms which will include flexible seating, personalized learning plans, student choice, technology usage by all students, differentiated instruction and assignments, and small group learning.

Sep 07, 2020 to Jun 18, 2021 - Teachers

ILT will generate a school wide monitoring tool that will require teachers to reflect on students at risk of failing and highlight the interventions being utilized and meet with the MTSS lead to determine next steps for improvement and timeline for completion. Teachers will discuss their data during grade level meetings.

Sep 08, 2020 to Jun 18, 2021 - ILT, Teachers

Develop a needs assessment for all teachers targeted to identify strengths and challenges as it pertains to the implementation of the CCSS and NGSS and creation of differentiated instruction.

Aug 31, 2020 to Aug 31, 2020 - Principal ILT

Based on the needs assessment, the administration and ILT team will develop a calendar schedule for professional development for the school year.

Sep 08, 2020 to Sep 08, 2020 - Principal ILT Team

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

Sep 15, 2020 to Sep 22, 2020 - Teachers Principal

All teachers will be provided with the Curriculum Map for Reading and Math which outlines the standards that should be addressed for each quarter. Teachers will review and discuss their lesson plans during grade level meetings to show how they are planning lessons that are aligned to the CCSS and NGSS, and include rigorous tasks.

Aug 31, 2020 to Jun 18, 2021 - Principal Teachers

The ILT team will meet during the ILT meetings to review the lesson plans following the monitoring tool from the CIWP framework guide to ensure plans are aligned to the CCSS and grade book entries.

Sep 15, 2020 to Jun 15, 2021 - Teachers Principal

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

Sep 10, 2020 to Jun 18, 2021 - Teachers Principal

Teachers will attend on-going professional development regarding the implementation of CCSS and NGSS.

Aug 31, 2020 to Jun 18, 2021 - Teachers

Strategy 3

Establish an MTSS team of 4 people.

Jun 19, 2020 to Jun 19, 2020 - Counselor and Teachers

The MTSS team will conduct a needs assessment using the Problem Solving Process to identify strengths and areas of need as it relates to student learning.

Aug 31, 2020 to Sep 11, 2020 - Counselor, Teachers

ILT will generate a school wide monitoring tool that will require teachers to reflect on students at risk of failing and highlight the interventions being utilized and meet with the MTSS lead to determine next steps for improvement and timeline for completion. Teachers will discuss their data during grade level meetings.

Aug 31, 2020 to Jun 18, 2021 - Teachers Principal Counselor

The Diverse Learning team will participate in professional development workshops which focus on the implementation of remedial reading strategies which are aligned IL-Empower grant.

Sep 08, 2020 to Dec 18, 2020 - DL Teachers

Personalized Learning strategies will be implemented in Pre-K-6th Grade classrooms which will include flexible seating, personalized learning plans, student choice, technology usage by all students, differentiated instruction and assignments, and small group learning.

Sep 08, 2020 to Jun 18, 2021 - Teachers

Teachers will create learning plans that are personalized for each learner based on the learner's needs, strengths, interests, and preferences. Learners will be able to independently articulate the value and purpose of activities on their learning plans which are designed to provide learners with an opportunity to practice, develop, and articulate the current academic and/or social-emotional learning goals they are working towards to show mastery.

Sep 08, 2020 to Oct 09, 2020 - Elevate Teachers, Students

Teachers will present learners with authentic choices on where, how, and when they would like to learn a skill. Learners will make educated choices based on their knowledge of their needs, strengths, interests, and preferences.

Sep 22, 2020 to Jun 18, 2021 - Elevate Teachers, Students

ILT will generate a school wide monitoring tool that will require teachers to reflect on students at risk of failing and highlight the interventions being utilized and meet with the MTSS lead to determine next steps for improvement and timeline for completion. Teachers will discuss their data during grade level meetings.

Aug 31, 2020 to Sep 11, 2020 - Principal, Teachers

Teachers will review data in grade level meetings regarding students off track during the 4th and 9th week to identify what interventions are being implemented to help students and develop next steps for improvement.

- Teachers Administration

Teachers will attend on-going professional development workshops which focus on personalized learning and incorporating small group lessons within their classroom environment.

Aug 31, 2020 to Jun 18, 2021 - Teachers

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 ILT leadership team will meet in the summer to begin discussing our school wide data from the district wide assessments completed from the previous school year. This will include looking at the TRC/DIBELS and NWEA results. We will also look at the quarterly grades in Aspen to review the overall student mastery for the Common Core State Standards. Strengths and challenges will be identified and the goals for next year will be developed using the Problem Solving Process. The administrative team and the counselor will review the Aspen Discipline data to identify areas of need with a focus on Social and Emotional skills. The school will establish an Behavior Intervention team which will begin in the summer to develop a school wide behavior plan that will be implemented starting in the Fall. The Attendance Committee will review our attendance data from the previous school year and will meet this summer to begin developing a school wide, parent, and student plan which highlights our goals and initiatives for improving our attendance rate this year to 95%. An MTSS team will be established to monitor the progress of students are not on track they will review student academic data every 5 weeks to ensure interventions are created for those students and being implemented.

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

Personalized learning strategies will be implemented in classrooms which will include teachers creating learning plans that are personalized for each learner based on the learner's needs, strengths, interests, and preferences. Learners will be able to independently articulate the value and purpose of activities on their learning plans which are designed to provide learners with an opportunity to practice, develop and articulate the current academic and/or social-emotional learning goals they are working towards achieving mastery on for each quarter. Small group instruction will be implemented in all classrooms to ensure students have opportunities to meet proficient and advanced levels of academic achievement. After school programs in the area of Reading and Math will be offered to students in all grade levels who are at risk of failing the grade or working below grade level as measure by district wide assessments. Tutoring opportunities will be provided during the day for students in grades Kdg.-6th. MTSS intervention supports will be developed for students and student progress will be monitored through the use of the MTSS system in Aspen.

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.

Teachers will differentiate instruction to meet the needs of all students by utilizing small groups for all core subject areas. Students participating in the special education program will have opportunities to be included with the general education classrooms with help from the para professionals and they will be assigned to general education homerooms. Our Diverse Learning teachers will provide services to their students with IEP's in their general education classrooms as well as provide one on one instruction during the week when needed in a separate setting following the goals stated in their IEP plans. The Diverse Learning teachers will also implement the Wilson Foundation curriculum with their students during the day and during after school tutoring times to enhance their Reading skills.

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).

Our after school programs will include mentoring, enrichment, recreation, physical education, and fine arts activities and they will be offered to all students in grades Pre-K-6th. Reading and Math after school programs will be developed for Tier 2 and Tier 3 students in grades Kdg.-6th. College/Career readiness activities will be planned for the after school program in which 4th-6th grade students will have an opportunity to learn about how to prepare for junior high, high school, and college. 6th Grade students will continue to participate in the Naviance lessons with the counselor during the school year and participate in a shadow day at the next school they will be attending for 7th grade. We will continue to partner with outside agencies that focus on providing SEL lessons for girls and boys either during the day or during an after school program. Our Social Worker, Counselor, and MTSS team will develop a school wide behavior plan for staff and students to follow with the goal of improving our school culture and climate.

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

ILT members are invited to participate in interviews with administration when a vacancy becomes available at the school. The team will utilize the REACH framework guidelines when observing a candidate teach a lesson as part of the interview process. A brochure will be passed out highlighting our school's vision and mission statement along with school achievements when we attend the Job Fairs that are offered by CPS. All candidates must complete a questionnaire when they first visit our school for an

interview so that we can get to know the candidate and identify their qualifications of being a highly qualified teachers. Grade level teachers that may be working with the potential candidate and LSC parents are also invited to participate in the 2nd round of interviews if they are available. All candidates must teach a demo lesson for the team and bring a sample of a lesson plan they created to the interview.

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.

Funds are set aside to pay for substitute teachers when teachers attend all Network 12 professional development workshops or when they have signed up to participate in a workshop that they were interested in for the improvement of their practice. Teachers are provided professional development opportunities during grade level meetings and on the CPS Professional Development days at the end of each quarter. Teachers are also encouraged to lead the the Professional Development activities after they have received their training from the Network 12 meetings or from the Teacher Summits. Funds are also set aside for teachers to attend other workshops being offered within the District. All para professionals participate in the professional development workshops and they are encouraged to attend other workshops outside of the school that will help them gain knowledge in the area of working with students with learning or behavior disabilities. Administration participates in all professional development workshops with teachers throughout the school year. Parenting workshops are planned for the parent advisory meetings and family night events are planned to assist parents in helping their children at home. Parent, staff, and student surveys are done throughout the school year requesting how the school and staff can help with educating the students and improving the school culture and climate.

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

The Pirie Staff will develop parent workshops based on the needs of the students and parents. Pre-K and Kindergarten teachers will have a parent meeting at the beginning and at the end of the school year to share with parents the instructional goals for Pre-K and Kindergarten students. A State of Address meeting will be held in September to review with parents and our school community partners our school wide goals for the year. Grade level family night meetings will be held with administration to discuss the instructional goals for their child's respective grade level and to provide educational strategies for parents to use while working with their children at home. The family night events will address Literacy, Math, Science, and Fine Arts. Our students and teachers will invite parents to participate in our Fine Arts Dance program throughout the school year and then the parents will be invited to attend our culminating event at the end of the school year.

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

The Pre-K teachers will meet with all parents during the screening times to provide parents with some background knowledge on the Creative Curriculum goals that students will work on during the year and they will receive an overview of the structure of a Full Day Pre-K program. Administration will meet with all Pre-K parents in September to review school wide policies and procedures and answer any questions parents may have as their children begin school. If space is available, Pre-K students will be invited to the Kindergarten classroom near the end of the school year so that they can see what the current Kindergartners are doing every day.

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.

The ILT team will meet bi-weekly or as needed to discuss and analyze the District Wide assessments as well as the quarterly grades. The team will conduct learning walks and participate in peer visits to help teachers in the area of planning, grading, and/or classroom management. Each grade level team will meet weekly to discuss the progress of their students and how they can improve student achievement and teaching practices. Differentiated lesson plans and activities will be developed based on the data district wide assessments or classroom assessments. Teachers will have opportunities to conduct peer observations for Personalized Learning and collaborate with each other on how the various personalized learning strategies are working within their classroom settings. All teachers will provide feedback to administration about the current curriculum being used and evaluate the effectiveness of the resources that are being used. Teachers will vote on the type of interim assessments that will be used at the end of each quarter to monitor the achievement of individual students and the overall instructional program.

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.

All teachers will be required to develop MTSS intervention strategies to help improve the Reading and Math achievement of students who are categorized in the Tier 2 or Tier 3 levels. An MTSS lead and team will be established and will assist in monitoring student progress every 5 weeks to ensure the interventions are being implemented and noted in the Aspen system. The MTSS lead will attend all network meetings to ensure we are effectively addressing the needs of our Tier 2 and Tier 3 students. Differentiated lessons will be planned for students in all grade levels and small group instruction will be utilized to meet the needs of all students. Students enrolled in our Diverse Learning program will be provided instruction in various classroom settings such as inclusion in general education classroom or the resource teachers will provide services to their students within the general education classroom setting. Small group tutoring will be provided by retired teachers in the community, ancillary staff, and by the para professionals. Progress notices will be sent home every 5 weeks explaining to parents the progress of their children. Parents will also be given assistance in setting up their parent portal in Aspen to monitor their child's grades in 1st-6th each week. Remediation plans will be created with parents to target specific deficits in student learning and give parents suggestions for improvements.

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.

Members of the Parent Advisory Council will participate in monthly parent training workshops throughout the school year which may include workshops that focus on parenting skills, health, academic development for students, or social and emotional skill development. The workshops will be developed based on the responses parents give on the parent surveys. Students will also participate in school wide programs that focus on conscious discipline, conflict resolution, health awareness, violence prevention, and/or the overall improvement of social and emotional skills.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parent input is given at each monthly Parent Advisory Meeting regarding the educational programs for our students. Parents recommend topics that they feel will help support their parenting skills and their child's educational learning experiences. Parents have opportunities to complete parent surveys throughout the school year requesting their suggestions for improvement or ideas they may have to increase parental involvement. In September, we will send out a Survey to all parents what concerns they have about social and emotional learning and request their input on improving our Social and Emotional programs. Parent workshops will be developed to provide training to parents in the areas of their needs. Local School Council members participate in monthly meetings to address the goals of the CIWP and make suggestions for improving student achievement. PAC members also attend LSC meetings to share their ideas and learn about the educational programs being implemented.

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

The NCLB annual Title 1 meeting and organizational meeting is held by the end of September informing parents of our NCLB and Title 1 programs. The annual meeting is held for all parents to review and discuss the P.A.C. bylaws, Title I programs, and budget. The roles of a Parent Advisory Council member are discussed with all parents. All parents are invited to attend the monthly meetings via monthly newsletters, reminder notices, Facebook, school web site, and monthly calendars. Parents also have opportunities to attend parent training workshops throughout the school year at the parent resource centers which are approved by CPS. Our Network 12 Representative will also come out and meet with parents to answer any questions they may have about facilitating the PAC monthly meetings. Our representative will also explain to parents how the Network supports parents during the Regional meetings that are held each month. Parents who are not able to attend the monthly meetings may also participate via conference calls.

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

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

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

All district wide results will be shared with parents/guardians during the Open House State of Address meeting which will be held during the 1st Quarter. Parents will also be provided with the data in a handout during the meeting. The IAR, TRC/DIBELS, ISBE Science Test, and NWEA results will be shared with all parents quarterly and during parent conferences. Reports will be printed out and sent home to parents showing student progress for each subject area tested as measured by TRC/Dibels and NWEA results. Goal setting meetings with parents at the specific grade levels will take place to address the goals set for students in October.

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

If a teacher who is not highly qualified is assigned to a group of students, parents will receive notice in a timely manner following the CPS policies. At this time, we currently do not have any teachers who are not highly qualified. Pirie's goal is to always hire teachers with the correct credentials for teaching in the specific grade bands.

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

All of the academic standards for the state and local assessments will be discussed with all parents at the Open House/State of Address program and during individual parent conferences with the classroom teachers. Parents may also get training in the school's computer lab on how to monitor their child's weekly progress on the Aspen parent grade book portal. Information will be sent home to all parents regarding the process for setting up their parent accounts in the grade book portal using the Aspen System. The school's Target Goals will be shared with parents and they will be sent home in the monthly newsletter. Individual student goals will be sent home at the beginning of the school year so that parents are aware of their child's target goals for Reading and Math for all grade levels. Students will also complete Student Goal sheets every quarter for Reading and Math Quarterly Grades, Attendance, Conduct, and achievement on District Wide Assessments.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to

improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents will have opportunities to attend family night events, LSC meetings, parent advisory meetings, and parent training classes throughout the school year which will focus on literacy, technology, science, math, or fine arts. Parents will receive resources to use at home from the various meetings and events. Teachers will also provide training for parents at the PAC meetings. We will also incorporate parent training workshops on how parents and teachers will work together using the Google Meets, Google Hangouts, Zoom, and other live streaming tools that may be used during remote learning events or parent training events.

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

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

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

Our Pre-K teachers will conduct parent workshops during the school year to keep parents abreast of what our Pre-K students are learning and they will receive resources to help their children at home. Goals will be discussed quarterly with Pre-K and Kdg. parents during parent conferences or parent meetings so that parents are aware of their child's progress and student goals. The creative curriculum Pre-K standards will be discussed with all new Pre-K parents during the screening meetings held with the Pre-K teachers. Administration will also conduct a parent meeting for the Pre-K and Kindergarten parents in September to welcome new and returning families.

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

School information, events, recognitions, and accomplishments will be shared with all parents, students, staff, and community through monthly newsletters, school calendars, Facebook, school web site (pirie.cps.edu), and reminder notices. The school website is updated monthly to inform parents of school events, student achievements, and parent meetings by our librarian. If any notifications that need to be sent out in another language that is made available through CPS, and we will send it home as needed. Classroom teachers may also utilize the class dojo or remind me app. to send home notifications to their parents. We will highlight our school's accomplishments and events by adding them to the Greater Chatham community newsletter that goes out every month.

Policy Implementation Activities

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

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

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>

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

N/A

School-Parent Compact (Complete)

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

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

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

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

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

Progress notices will be sent home at the mid point of each marking period for all students. Report cards are distributed to students and parents at the end of each marking period. Teachers in grades Pre-K-6th will communicate with parents via letters, the assignment planners, email, or by phone to discuss the progress of their children. Teachers may also communicate with parents by sending them messages through the Aspen System, the remind me, or the classroom dojo app. Conferences are held with parents regarding the progress of the MTSS interventions given for students in all grade levels. Teachers will also send home graded papers bi-weekly for parents to review student work completed in the classrooms.

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

Parents must sign in on the Visitor's Log and get a pass from the main office when they are scheduled for a parent conference. All conferences may take place before school or after school. Teachers may contact parents by phone during their preparation periods or hold conferences during the Prep periods if needed. Conferences will be held in the classrooms or in the main office with administration. Teachers will keep track of all phone and in person conferences by documenting their meeting times on a parent contact log. If parents are not able to come to the school for a conference, teachers will be able to use the google meets app. to communicate with parents.

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

Parents may volunteer in the school only after the on line volunteer application has been approved by the Safety and Security department. Parents may volunteer to chaperone field trips, family night events, and school-wide programs that occur during the day following the Level II guidelines for volunteering. Parents may also assist teachers in the classrooms as needed. Observations may be done in the classrooms with parents and administration as needed. Parents are allowed to conduct unscheduled 5 minute check-in visits to monitor the behavior or any other concerns they may have regarding their child's educational experiences at school. Pre-K parents will be asked to sign up for volunteering in the classroom during the school year. The teacher will set up a volunteer schedule for the school year for all Pre-K parents. The volunteer list will be updated regularly by the clerk and administration to ensure all parents have been cleared by CPS Safety and Security before they can volunteer in the school or chaperone on a field trip. Parents requesting to volunteer in the school more than 10 hours per week must complete the volunteer process for a Level I volunteer.

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

Parents will receive a Parent Attendance Handbook highlighting all attendance procedures and incentives. Parents will receive an automated phone call each time their child is absent reminding them to return the reason for absence notice. Truant notices will be sent home for more than 5 unexcused absences and a conference will be held with the parent, attendance clerk, and/or principal regarding the attendance policy. Parents will be contacted by the principal or clerk regarding students who have more than two tardies and/or absences per week. Teachers will also contact parents regarding student absences and to get updates from parents regarding their child's illness or absence. Completion of homework and classroom assignments will be communicated in the student homework planners for grades 2nd-6th. Pre-K, Kindergarten, and 1st grade teachers will communicate with parents via notes, phone calls, class dojo, and weekly/monthly classroom letters. Informational letters will be sent home for each grade level highlighting specific classroom projects that are due throughout the school year. Parents may also check the grade book portal for student progress on weekly homework, assignments, or assessments. A parent handbook regarding all school wide policies and procedures will be sent home during the first week of school.

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

Parents will have constant open lines of communication throughout the school year from the teachers and/or administration regarding the education of their children. Parents may meet with teachers,

administration, the counselor or any member from the Diverse Learning team regarding student concerns or the educational programs. Parents may send notes, write in the planners, or contact the school by phone to express their needs. Follow up conferences or phone calls will be done by staff members as needed throughout the school year. Parents are encouraged to attend the monthly P.A.C. and LSC meetings to express their concerns and participate in decisions relating to the education of their children. A parent suggestion box will be placed in the main lobby for parents to express their concerns. A parent survey will be sent home in September requesting input about what types of parent training workshops they want to participate in to help them with their child's academics and social/emotional learning.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will be given attendance incentives weekly for coming to school everyday. Students will be reminded of the 95% attendance goal each week and a data board will be created to highlight the classrooms that have 95% or better each week. Classroom teachers will also create an Attendance Board for students to track their daily attendance each week. Positive Behavior Intervention Strategies will be implemented throughout the school year to recognize students exhibiting positive behavior during the month. Student data boards will be utilized to chart student progress in each classroom based on the results from the NWEA and TRC/DIBELS data. Students will also set goals for themselves by completing a Student Goal Setting Sheet for Reading and Math Quarterly goals, Attendance, Conduct, and for district wide assessments. Students in grades 2nd-6th are expected to write down all assignments that need to be completed in order to be prepared for each class and parents must sign the planners each night verifying the completion of homework. Parents may be asked to sign reading logs in the Primary Grades based on the Reading goals the teachers have set for the school year. A student advisory council will be established in September to lead discussions with administration regarding student behavior, attendance, concerns, and/or creating school events and incentives for students.

Parent Budget (Complete)

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

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

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

Account(s)**Description****Allocation**

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$200.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$800.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$567.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00