

# Helen Peirce International Studies ES 2020-2022 plan summary

## Team

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## Team Meetings

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
01/08/2020	PPLC Members	Review CIWP Timeline
01/29/2020	PPLC Members	Score SEF Framework
02/19/2020	PPLC Members	Identify Areas of Critical Need
02/19/2020	PPLC Members	Set data goals
03/11/2020	PPLC Members	Root Cause Analysis
04/02/2020	PPLC Members	Root Cause Analysis
04/15/2020	PPLC Members	Root Cause Analysis
04/16/2020	PPLC Members	Theories of Action
04/22/2020	PPLC Members	Theories of Action
05/07/2020	PPLC Members	Theories of Action
05/11/2020	PPLC Members	Develop Action Steps
05/12/2020	PPLC Members	Develop Action Steps
02/20/2020	LSC, Parents & Community	Parent Focus Group on CIWP Priorities
02/05/2020	Kennedy, Zaimi	LSC Focus Group
03/12/2020	Pryor, Zaimi	PAC and CIWP development
01/10/2020	PAC	CIWP Parent Compact and seeking parent feedback
02/21/2020	PAC	Parent Compact and seeking parent feedback
03/06/2020	BAC	Parent Compact and seeking parent feedback
05/04/2020	Race & Equity Team	To review CIWP Priorities & Theories of Action

Date	Participants	Topic
05/12/2020	Race & Equity Team	To review action steps

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make safe practice an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Professional Development Calendar, School Mission/Vision, My Voice My School Survey, Newsletters, Staff Bulletin
- 4 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 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
  - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers

- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Professional Development Calendar, Local School Council Agendas, Building walkthrough, Staff Goals, MTSS Trackers

## 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
  - 4 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** IB Units, Classroom Libraries, SEL Scope & Sequence, Student Surveys
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 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
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** REACH Teacher Observations, EL Action Plan, IB Units
- 3 - Balanced Assessment and Grading
  - 3 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
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 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:** Gradebooks, IB Units, Professional Development Agenda
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 4 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)
  - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 4 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)
  - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 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)
  - 3 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)
  - 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 3 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)

- 4 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)
- 3 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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:** Sy18-20 CIWP, MTSS Agendas, BHT Trackers, MTSS Google Folder, Intervention Schedules, Grade Level Meeting Agendas, Progress Monitoring Data
- 3 - Transitions, College & Career Access, & Persistence
  - 3 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Course Sequence Opportunities, Senn-Peirce Partnership Agendas, Field trip Scope & Sequence, IB Units

## Quality and Character of School Life

- 4 - Relational Trust

- 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** SEL Scope & Sequence, Student Survey, Restorative Practices Training Plan, Committee Agendas
- 4 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 4 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 4 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** IB Units, Field Trip Scope & Sequence, REACH Teacher Observations, School Wide Events, Action Projects, 5th Grade Exhibition
- 4 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** PBS Agendas, PBS Plan, School Observations, RP Action Plan, Student Survey,
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Professional Development Agendas, SEL Scope & Sequence, Classroom Observations, Aspen Incident Reporting, RP Action Plan
- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 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).

- 4 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)
- 4 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)
- 4 Partner equitably with parents speaking languages other than English
- 4 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:** List of school partnerships, School Events Calendar with workshops, Teacher communication logs, attendance calls, home visit schedule, interpretation schedule, family handbook

## School Excellence Framework Priorities

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



Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

# Goals

## Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Reading Growth on MAP among English Language Learners and students with IEPs
Root Cause 1	Lack of teacher knowledge in differentiating to support the needs of ELs and DLs
Area of Critical Need 2	Math Growth on MAP among English Language Learners and students with IEPs
Root Cause 2	Lack of teacher knowledge in differentiating to support the needs of ELs and DLs
Area of Critical Need 3	Growth on ACCESS among English Language Learners
Area of Critical Need 4	Math Attainment on MAP among Latinx students
Root Cause 4	Need time to plan for use of formative assessment
Area of Critical Need 5	Math Attainment on MAP among African American Students
Root Cause 5	Teach our teachers Culturally relevant pedagogy/examine bias in the math classroom with a focus on African American Students

## Vision metrics

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
SQRP: National School Growth Percentile - Reading (Grades 3-8)  Student growth on MAP for ELs and students with IEPs is lower than the overall growth score.	EL		52.00	56.00
	Students with IEPs		70.00	72.00
SQRP: National School Growth Percentile - Math (Grades 3-8)  Student growth on MAP for ELs and students with IEPs is lower than the overall growth score.	EL		41.00	45.00
	Students with IEPs		40.00	45.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS  Student growth on ACCESS is one of the lowest data points on SQRP.	Overall		30.00	35.00
SQRP: National School Attainment Percentile - Math (Grades 3-8)  Close opportunity gap in math among priority groups.	Latinx		60.00	63.00
	African American		58.00	61.00
(Blank)				

**Required metrics (Elementary) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> Goal to be well organized on the My Voice My School Survey each school year				90.00	90.00

**Custom metrics (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>

# Strategies

## Strategy 1

If we do...	Use formative assessment data to plan math instruction
Then we see...	Use data cycles to analyze formative assessment data, plan for individual supports and monitor student growth on grade-level math standards
which leads to...	An increase in Math MAP Attainment for Latinx students from 56.3% to 63% and for African American Students from 54.8% to 62 percent.
Budget Description	Purchase mentor texts, math coach to support lesson study and math formative assessment professional development, substitute coverage for teachers to participate in lesson study and peer observations. Interventionists to support small group targeted instruction.
Tags	Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Assess where individual teachers or teams are at with current knowledge of formative assessment in math Tags:Math: Formative Assessment</li> <li>• (Not started) Select mentor text to support teacher learning of formative assessment Tags:Math: Formative Assessment</li> <li>• (Not started) Schedule formative and summative assessment data analysis meetings. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Formative Assessment</li> <li>• (Not started) Provide ongoing professional development on how to use formative assessment data to design targeted instruction Tags:Structure for Continuous Improvement, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</li> </ul>

	<ul style="list-style-type: none"> <li>• (Not started) Create a resource bank of planning templates that teachers use to guide the analysis and planning of small group support when using formative assessment data  Tags:Assessment: Balanced Assessment and Grading, Math: Formative Assessment, Math: Curriculum</li> <li>• (Not started) Develop common formative assessments for math units in PYP  Tags:Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum</li> <li>• (Not started) Analyze formative assessment data and plan targeted instruction  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Formative Assessment, Math: Curriculum</li> <li>• (Not started) Interventionists support the teaching of small group instruction and targeted interventions  Tags:Instruction, MTSS: Curriculum &amp; Instruction, MTSS: Problem Solving Process, Math: Formative Assessment</li> <li>• (Not started) Vertical Planning Meetings to reflect on and share insight to grade levels on math assessment data at the beginning and end of the year  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</li> <li>• (Not started) Examine current Learning Community design in 5th-8th grades while researching potential models to support the use of formative assessment data during learning community blocks  Tags:MTSS: Curriculum &amp; Instruction, Math: Rigorous Tasks, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</li> <li>• (Not started) Use Lesson Study cycles to support teachers professional development in math teaching and learning  Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access</li> </ul>
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**Strategy 2**

If we do...	Provide professional development in Reading and Math on research based strategies to support English Language Learners and Diverse Learners
Then we see...	Teachers planning differentiated, targeted instruction in Reading and Math to meet the individual needs of students

<p>which leads to...</p>	<p>An increase in Reading MAP Growth for English Language Learners from the 48th percentile to the 56th percentile, Diverse Learners from the 68th percentile to the 72nd percentile; Math MAP Growth for English Language Learners from the 37th to the 45th percentile, Diverse Learners from the 32nd to the 45th percentile and an increase in growth on the ACCESS Test from 19.9% to 35%."</p>
<p>Budget Description</p>	<p>Purchase mentor text, interventionist to support differentiation, partnership with GUST Foundation, vertical planning time, professional learning communities, ISBE Grant money to support extended planning during and after school, Sp.Ed. team meetings, Bilingual Lead Teacher to support professional development. substitutes for peer observations or grade level meeting time, Sp.Ed. team meetings</p>
<p>Tags</p>	<p>Structure for Continuous Improvement, Instruction, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum &amp; Instruction</p>
<p>Action steps</p>	<ul style="list-style-type: none"> <li> <p>• (Not started) Identify and purchase research validated mentor text on supports for English Language Learners</p> <p>Tags:MTSS: Curriculum &amp; Instruction, OLCE, Personalized Learning: Tailored Learning/Differentiation</p> </li> <li> <p>• (Not started) Use mentor text for supporting English Language Learners to support professional development of teachers</p> <p>Tags:MTSS: Curriculum &amp; Instruction, OLCE, Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation</p> </li> <li> <p>• (Not started) Vertical Teams will meet to develop common supports/action plan for English Language Learners</p> <p>Tags:Curriculum, Instruction, OLCE, Personalized Learning: Tailored Learning/Differentiation</p> </li> <li> <p>• (Not started) Identified teachers will meet with Bilingual Lead Teacher to strategize supports and planning for individual students enrolled in the Bilingual Program</p> <p>Tags:Curriculum, Instruction, OLCE</p> </li> <li> <p>• (Not started) Create observation look fors indicating best practices on differentiation for ELs</p> <p>Tags:Instruction, OLCE, Personalized Learning: Tailored Learning/Differentiation</p> </li> <li> <p>• (Not started) Engage in peer observations to learn from and strategize around supports for ELs</p> <p>Tags:Instruction, OLCE, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development &amp; Innovation: Teacher Teams</p> </li> </ul>

- (Not started) Engage in Lesson Study Cycles with a focus on differentiation for Els and DLs

Tags:Curriculum, Instruction, OLCE, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Identify and purchase research validated mentor text on differentiation supports for Diverse Learners

Tags:ODLSS: Instructional Quality, ODLSS: Service Delivery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Use mentor text for supporting Diverse Learners to support professional development of teachers

Tags:ODLSS: Instructional Quality, ODLSS: Service Delivery, Personalized Learning: Tailored Learning/Differentiation, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Teachers & SECAs supporting students with IEPs will meet to discuss IEP implementation

Tags:ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Use recommendations from Council for Exceptional Children on High Leverage Practices for DL's in Reading and Math to develop Sped Teachers's practice.

Tags:ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Vertical Teams will meet to develop common supports/action plan for Diverse Learners

Tags:ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Continue the work from Gust - selecting new cohort and give opportunities for teachers to discuss/implement strategies either in GLM or afterschool

Tags:ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Create observation look fors indicating best practices on differentiation for DLs

	<p>Tags:ODLSS: Instructional Quality, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(Not started) Engage in peer observations to learn from and strategize around supports for DLs</li> </ul> <p>Tags:ODLSS: Instructional Quality, Teacher Leader Development &amp; Innovation: Teacher Teams</p>
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**Strategy 3**

If we do...	Engage in a two year long cycle of inquiry on our PYP & MYP curriculum with a focus on bias, equity, cultural relevance, cultural representation, accuracy and instructional rigor with multiple access points and opportunities for engagement for all learners.
Then we see...	an increase in student engagement as they see themselves reflected in curricular resources and experience more opportunities for inquiry in the classroom and strengthened teaching practices that incorporate culturally relevant and sustaining pedagogies with more robust supports for all learners
which leads to...	an increase in Reading MAP Growth for English Language Learners from the 48th percentile to the 56th percentile, Math MAP Growth for English Language Learners from the 37th percentile to the 45th percentile, Math MAP Attainment for African American Students from the 55th to the 61st percentile and Latinx students from the 56th to the 63rd percentile.
Budget Description	Professional development for teachers, purchase books/curriculum materials, substitutes for extended planning, subs for peer observations or grade level time,
Tags	Instruction, Relational Trust, Arts Education: Equitable Access to the Arts, Assessment: Curriculum Equity Initiative, Equity: Liberatory Thinking, Equity: Resource Equity, Equity: Targeted Universalism, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MGIB: IB, OSEL: SEL Instruction, OSEL: Supportive School Environment, Personalized Learning: Learner Agency, Science: Equitable Access, SSCE: Engaging in Difficult or Controversial Discussions, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>(Not started) Form a committee of teachers to learn more about bias, equity, cultural representation, accuracy, and cultural relevance.</li> </ul> <p>Tags:Equity: Liberatory Thinking, Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(Not started) Identify and purchase a mentor text for the committee to use while guiding their learning</li> </ul> <p>Tags:Equity: Liberatory Thinking, Teacher Leader Development &amp; Innovation: Distributed Leadership, Teacher Leader Development &amp; Innovation: Teacher Teams</p>

- (Not started) Explore professional development options to support the teacher committee

Tags:Equity: Liberatory Thinking, Equity: Resource Equity, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Create guidelines/rubric to use when reviewing materials for bias, equity, cultural representation, accuracy, cultural relevance and instructional rigor

Tags:Instruction, Equity: Liberatory Thinking, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Common planning time for teams to review materials for bias, equity, cultural representation, accuracy, cultural relevance and instructional rigor. Eliminate materials that do not meet criteria and add on materials that do

Tags:Curriculum, Instruction, Equity: Liberatory Thinking, Equity: Resource Equity, Equity: Targeted Universalism, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Review/analyze schoolwide programming, partnerships, and messaging, through an antiracist lens including Holiday Concerts, Assemblies, Commonsense throughout the school, etc.

Tags:Curriculum, Instruction, Equity: Inclusive Partnerships, Equity: Liberatory Thinking, Equity: Resource Equity

- (Not started) Research anti-racist curriculum that can be used to teach children about race

Tags:Curriculum, Instruction, Equity: Liberatory Thinking, Equity: Resource Equity

- (Not started) Provide ongoing staff professional development on antiracism

Tags:Equity: Liberatory Thinking, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Create guidelines and provide training for teachers on how to handle sensitive content such as racial history in a way that attends to different students? social emotional learning needs

Tags:Curriculum, Instruction, Equity: Liberatory Thinking, Teacher Leader Development & Innovation: Teacher Teams

- (Not started) Create and administer student survey about their experiences with bias, equity, cultural representation and racism two times a year



	<p>Tags:Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>(Not started) Create racial affinity groups for students, staff and parents</li> </ul> <p>Tags:Student Voice, Engagement, and Civic Life, Equity: Liberatory Thinking, FACE2: Parent Engagement, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>(Not started) Engage in Lesson Study cycles with a focus on bias, equity, cultural representation, accuracy, and cultural relevance.</li> </ul> <p>Tags:Equity: Liberatory Thinking, Equity: Targeted Universalism, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> <li>(Not started) Create observation look for tool with a lens on bias, equity, cultural representation, accuracy and cultural relevance</li> </ul> <p>Tags:Equity: Liberatory Thinking, Equity: Targeted Universalism, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> <li>(Not started) Engage in peer observations with a focus on bias, equity, cultural representation, accuracy and cultural relevance</li> </ul> <p>Tags:Instruction, Equity: Liberatory Thinking, Equity: Targeted Universalism, OSEL: Supportive Classroom Environment</p>
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## Action Plan

### Strategy 1

Assess where individual teachers or teams are at with current knowledge of formative assessment in math

Aug 31, 2020 to Sep 04, 2020 - Admin Team

Select mentor text to support teacher learning of formative assessment

Jun 01, 2020 to Jul 31, 2020 - PPLC

Schedule formative and summative assessment data analysis meetings.

Jul 01, 2020 to Aug 28, 2020 - PPLC

Provide ongoing professional development on how to use formative assessment data to design targeted instruction

Aug 31, 2020 to Jun 17, 2022 - Math Coach, Assistant Principals

Create a resource bank of planning templates that teachers use to guide the analysis and planning of small group support when using formative assessment data

Jun 01, 2020 to Aug 28, 2020 - Math Coach, PPLC

Develop common formative assessments for math units in PYP

Sep 07, 2020 to Jun 17, 2022 - Teachers

Analyze formative assessment data and plan targeted instruction

Sep 07, 2020 to Jun 17, 2022 - Teachers, Math Coach, Assistant Principals

Interventionists support the teaching of small group instruction and targeted interventions

Sep 07, 2020 to Jun 17, 2022 - Interventionists

Vertical Planning Meetings to reflect on and share insight to grade levels on math assessment data at the beginning and end of the year

Aug 31, 2020 to Sep 03, 2020 - Teachers, Math Coach, Assistant Principals

Examine current Learning Community design in 5th-8th grades while researching potential models to support the use of formative assessment data during learning community blocks

Sep 07, 2020 to Jun 18, 2021 - MYP Teachers

Use Lesson Study cycles to support teachers professional development in math teaching and learning

Sep 07, 2020 to Jun 17, 2022 - Teachers, Math Coach

## **Strategy 2**

Identify and purchase research validated mentor text on supports for English Language Learners

Jun 01, 2021 to Aug 27, 2021 - PPLC

Use mentor text for supporting English Language Learners to support professional development of teachers

Aug 30, 2021 to Jun 17, 2022 - Bilingual Lead Teacher, APs, Teacher Leaders

Vertical Teams will meet to develop common supports/action plan for English Language Learners

Aug 30, 2021 to Jun 17, 2022 - Teachers, Bilingual Lead Teacher

Identified teachers will meet with Bilingual Lead Teacher to strategize supports and planning for individual students enrolled in the Bilingual Program

Aug 31, 2020 to Jun 17, 2022 - Teachers, Bilingual Lead Teacher

Create observation look fors indicating best practices on differentiation for ELs

Jun 01, 2021 to Aug 27, 2021 - PPLC, Bilingual Lead Teacher, Assistant Principals

Engage in peer observations to learn from and strategize around supports for ELs

Sep 06, 2021 to Jun 17, 2022 - Teachers, Admin Team

Engage in Lesson Study Cycles with a focus on differentiation for ELs and DLs

Sep 06, 2021 to Jun 17, 2022 - Teachers, Bilingual Lead Teacher

Identify and purchase research validated mentor text on differentiation supports for Diverse Learners

Jun 01, 2021 to Aug 13, 2021 - PPLC

Use mentor text for supporting Diverse Learners to support professional development of teachers

Aug 30, 2021 to Jun 17, 2022 - PPLC

Teachers & SECAs supporting students with IEPs will meet to discuss IEP implementation

Aug 03, 2020 to Jun 17, 2022 - Sp.Ed. & Gen.Ed. Teachers

Use recommendations from Council for Exceptional Children on High Leverage Practices for DL's in Reading and Math to develop Sped Teachers's practice.

Aug 31, 2020 to Jun 17, 2022 - Case Manager, Sp.Ed. Teachers

Vertical Teams will meet to develop common supports/action plan for Diverse Learners

Sep 07, 2020 to Jun 17, 2022 - PPLC, Teachers, Case Manager, Teacher Leaders

Continue the work from Gust - selecting new cohort and give opportunities for teachers to discuss/implement strategies either in GLM or afterschool

Aug 31, 2020 to Jun 17, 2022 - Munoz, Teachers, Case Manager, Teacher Leaders

Create observation look fors indicating best practices on differentiation for DLs

Jun 01, 2021 to Sep 03, 2021 - PPLC

Engage in peer observations to learn from and strategize around supports for DLs

Sep 06, 2021 to Jun 17, 2022 - Teachers, Admin Team

### **Strategy 3**

Form a committee of teachers to learn more about bias, equity, cultural representation, accuracy, and cultural relevance.

Jun 01, 2020 to Aug 07, 2020 - PPLC, Admin Team

Identify and purchase a mentor text for the committee to use while guiding their learning

Jun 01, 2020 to Aug 28, 2020 - Teacher Committee

Explore professional development options to support the teacher committee

Jun 01, 2020 to Jun 18, 2021 - Admin Team & Teacher Team

Create guidelines/rubric to use when reviewing materials for bias, equity, cultural representation, accuracy, cultural relevance and instructional rigor

Jun 01, 2020 to Aug 28, 2020 - Admin Team & Teacher Team

Common planning time for teams to review materials for bias, equity, cultural representation, accuracy, cultural relevance and instructional rigor. Eliminate materials that do not meet criteria and add on materials that do

Aug 31, 2020 to Jun 17, 2022 - Teachers, Consultant, IB Coordinator, Assistant Principals

Review/analyze schoolwide programming, partnerships, and messaging, through an antiracist lens including Holiday Concerts, Assemblies, Commonsense throughout the school, etc.

Aug 03, 2020 to Jun 17, 2022 - Teachers, Consultant, IB Coordinator, Assistant Principals

Research anti-racist curriculum that can be used to teach children about race

Aug 03, 2020 to Jun 18, 2021 - Teacher Team

Provide ongoing staff professional development on antiracism

Aug 31, 2020 to Jun 17, 2022 - Consultant, Admin, Teacher Leaders

Create guidelines and provide training for teachers on how to handle sensitive content such as racial history in a way that attends to different students' social emotional learning needs

Aug 31, 2020 to Jun 18, 2021 - Consultant, Admin, Teacher Leaders

Create and administer student survey about their experiences with bias, equity, cultural representation and racism two times a year

Sep 07, 2020 to Jun 17, 2022 - Culture & Climate Committee

Create racial affinity groups for students, staff and parents

Aug 31, 2020 to Jun 18, 2021 - Culture & Climate Committee

Engage in Lesson Study cycles with a focus on bias, equity, cultural representation, accuracy, and cultural relevance.

Sep 07, 2020 to Jun 17, 2022 - Teacher Leaders, Instructional Coaches, Consultant

Create observation look for tool with a lens on bias, equity, cultural representation, accuracy and cultural relevance

Jul 01, 2020 to Nov 13, 2020 - PPLC, Teacher Leaders, Admin Team

Engage in peer observations with a focus on bias, equity, cultural representation, accuracy and cultural relevance

Sep 07, 2020 to Jun 17, 2022 - Teachers, Admin Team

## Fund Compliance

### ESSA Program

[X]

ESSA Schoolwide Program

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

[]

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

### ESSA Schoolwide Program

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

The CIWP Planning team completed a needs assessment, root cause analysis and generated the Theories of Action and Action steps for the CIWP.

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

Theories of Action address use of differentiation, formative assessment and culturally responsive teaching.

**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.**

Peirce's Theories of Action are: Differentiation: If we provide professional development in Reading and Math on research based strategies to support English Language Learners and Diverse Learners, then we will see teachers planning differentiated, targeted instruction in Reading and Math to meet the individual needs of students. Formative Assessment: If we use formative assessment data to plan math instruction, then we will use data cycles to analyze formative assessment data, plan for individual supports and monitor student growth on grade-level math standards. Culturally Responsive Teaching: If we engage in a two year long cycle of inquiry on our PYP & MYP curriculum with a focus on equity, cultural relevance and instructional rigor with multiple access points and opportunities for engagement for all learners. Then we will see more engagement among our students as they see themselves reflected in curricular resources and experience more opportunities for inquiry in the classroom and strengthened teaching practices that incorporate culturally relevant and sustaining pedagogies with more robust supports for all learners.

**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).**

Priority groups identified in the school improvement plan are Diverse Learners, English Language Learners, African American and Latinx. Theories of Action address use of differentiation, formative assessment and culturally responsive teaching.

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

Peirce school works with Universities to host student teachers and attends job fairs sponsored by local Universities. Peirce works with the Chicago Public Schools Human Resources department to identify vacant teaching positions while receiving resumes of candidates that have been hired by the district in advance. Peirce identifies in January needed positions for the following school year and begins to post and recruit candidates at that time while also having staff refer and recruit candidates that they may know or have access to. Peirce created an internal new-teacher to Peirce mentoring program which matches a current staff member with a new teacher to Peirce in order to support their transition while also providing an internal new-staff orientation for all new hires. The school principal meets with new teachers to the school to gather input on their experience and ways that we can continue to strengthen supports.

**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.**

School administration meets with the Professional Personnel Leadership committee to develop the school improvement plan and create an annual professional development plan. Professional Development is linked to school priorities and developed in a systematic way.

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

Teachers share strategies with parents through parent-teacher conferences and the school hosts an annual Literacy Night. Interventionists contact all parents regarding students needing additional reading support and share the strategies that they are using at school and ways that parents can support at home.

**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 Kick off to Kindergarten program was hosted at Peirce for rising Kindergarten students. The Pre-K Lead Teacher and Pre-K teachers host an orientation for Pre-K families along with tours of the classroom.

**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.**

Each year the school staff votes on a school-wide assessment plan. Teachers meet during grade level meetings to review student assessment data and adjust instructional plans based on student data.

**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.**

The Multi-Tiered Systems of Support Team meets monthly to review school-wide data, pair interventions with students and monitor student data. Students exit or interventions as the progress monitoring and benchmark data indicate improvement or declines in student performance

**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.**

The Parent Advisory Council meets monthly to review parent training and professional development needs. School administration works with district leadership to implement any mandatory training for staff, families and students.

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements,

parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

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

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

The Title 1 Annual meeting will be held on October 23, 2020 at 8:30am through a virtual meeting. The Title I PAC Organizational Meeting will be held on October 23, 2020 at 9:00am virtually. The Title I PAC chairperson will schedule monthly NCLB Title I PAC meetings with topics of discussion and/or professional developments related to the interests/needs of parents/guardians.

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

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

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

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



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

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

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

All information regarding state academic standards and assessments will be disseminated to parents through scheduled meetings and workshops. The Peirce School website will link to the Chicago Public School and the Illinois State Board of Education websites where parents will gain access to specific information regarding state standards and assessments. Parents will have access to Aspen for student grade information. Through annual school-wide events, such as Open House and other family night events, parents and teachers will collaborate on how to create a culture of high academic standards and learning, both at home and school.

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

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

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

School staff will use class websites and newsletters to communicate with parents. In addition, we will use parent committee groups to support parent involvement - Parent Advisory Council, Bilingual Advisory Council, Friends of Peirce, Peirce Service Organization & Local School Council. Parent mornings, Open House, Student Led Conferences and other school events will be used as opportunities to further develop our home-school partnership. Teachers will maintain ongoing contact with parents through email, phone calls and face to face meetings.

**Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start,**

**Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.**

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

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

Our Title I Annual Meeting will be on Friday, September 25, 2020 at 8:15am and our Title I PAC Organizational Meeting will be on Friday, September 25, 2020 at 8:45am. Parents/Guardians receive monthly school newsletters with scheduled activities/events/meetings and current information (access to the school website as well). In addition, flyers with pertinent school information will be distributed, as appropriate, throughout the academic year for attendance in various events. All newsletters, flyers, and school/community information will be distributed in both English and Spanish. A translator will be provided for monthly parent meetings (Parent Advisory Council, Bilingual Advisory Council, Peirce Service Organization, Local School Council).

### Policy Implementation Activities

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

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

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

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

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

NA

### School-Parent Compact (Complete)

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

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

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

Peirce School will hold 2 Parent-Teacher conferences in November and April each academic year. The conferences will be student-led; however, teachers will ensure that parents have an opportunity to ask the teachers direct questions about their child's progress and performance. During parent-teacher conferences, parents will have the opportunity to meet with Special Education teachers, Interventionists, School Counselor and English as a Second Language Teachers. In addition, Peirce School will hold one Open House event in September each academic year. All middle school students will be assigned a teacher high school placement coach. These teachers will hold one on one conference with parents/guardians to guide them through the high school application process.

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

Faculty communicates with families regarding student academic progress via notes/letters, telephone calls, email, aspen portal, student agenda, parent meetings, and teacher-parent conferences. Faculty and administration endeavor to ensure all parent communication is in both English and Spanish while also finding translation for families who speak a different language when possible. Faculty frequently provide families with teacher-generated classroom reports, assessment reports, mid-quarter reports, and report cards. Teachers maintain a parent communication log to document all parental communications throughout the year.

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

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

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

Parents/Guardians are welcome to volunteer to observe in the child(ren's) classroom(s) upon request and with CPS approval. Our parent groups (Peirce Service Organization, Parent Advisory Council, Bilingual Advisory Council, Friends Of Peirce, Local School Council) offer our parents/guardians many opportunities to get involved or participate in school-sponsored activities/events and meetings throughout the academic year. Peirce will work with parent groups to schedule regular "Room Parents" in classrooms at grade levels.

CPS Volunteer website: <https://chicagopublicschools.civicore.com/index.php?action=userLogin>  
Peirce Volunteer Website: <http://peirce.cps.edu/volunteer-opportunities.html>  
Volunteer Application: <https://chicagopublicschools.civicore.com/index.php?action=userLogin>

#### CPS Volunteer Guidelines:

#### CPS VOLUNTEER PROGRAM - THE DIFFERENCE BETWEEN LEVEL 1 & LEVEL II

All individuals who are interested in volunteering (which includes chaperoning field trips) must be approved by CPS. Depending on the level of volunteering you plan to do, you will be asked to complete an application for either a ?Level I? volunteer or a ?Level II? volunteer.

Level II - Requires you complete the volunteer form for CPS and take your ID into the school to show the main office.

Level I - The newest tier to volunteering is called Level I. In order to become a Level I volunteer, you must complete the application, provide fingerprints, get a background check and take a TB test?

If you do any type of activity like the following, you must be a Level I volunteer:

Activity leader without a CPS or Peirce representative present at all times

Field trips where kids are broken into groups and assigned a parent (going to the zoo, a museum, etc.)

Any activity unsupervised by a CPS or Peirce official

#### ?LEVEL I & LEVEL II VOLUNTEER APPLICATION PROCESS

?CPS has new requirements around volunteering and two levels. Level I is the most thorough and we recommend that anyone considering volunteering at Peirce complete this level. It requires a fingerprint, background check and TB test. We are working on how to streamline this and make it a simpler process. I will list the steps below. Please note: It is a CPS requirement that you are in one of these two levels to volunteer.

#### Step 1: Complete the volunteer form for CPS

This form is necessary for CPS to verify you have students in the system and that they are at the school.

#### Step 2: Bring an government issued ID to Sally Suarez in the Peirce staff office or send a picture of one.

If you do not do this step, the process will not move forward. Sally needs to verify in the system, otherwise CPS will not send the follow up email until she verifies.

FOR LEVEL II, THIS IS WHERE THE PROCESS ENDS. FOR LEVEL I, YOU MUST ALSO DO THE FOLLOWING.

Step 3: After to bring your ID to Sally, you will receive an email from CPS which will contain links and information for fingerprinting, background check and TB test.

For fingerprinting, you can find the form here. This form can be taken to any Accurate Biometrics location. You should know we are also trying to organize a group fingerprinting at Peirce on one day.

For the TB test, please use this form here. You can get these tests completed at MercyWorks locations. Please note, this is a \$20 TB test.

#### Step 4: Email copies of both the fingerprints and TB test to CPS.

The sooner they receive these forms, the faster you can be processed. We are hearing that the fingerprints can take 2-5 weeks to process. You can email these forms to [volunteer@cps.edu](mailto:volunteer@cps.edu).

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

Parents/Guardians will support their child(ren?s) learning by monitoring their child(ren?s) grades, attendance and tardies via the Aspen Portal. Student agenda communication and homework folders will be utilized to ensure completion of daily homework assignments via parent signatures. Parents/Guardians will be encouraged to maintain consistent communication with faculty by viewing current school

information via newsletters, parent bulletin board, school web-site and attendance at monthly parent meetings. Parent Advisory Council also offers parents educational opportunities throughout the year aimed at helping the parents in multiple ways such as: becoming more equipped at using school technology (e.g. Aspen), understanding the school's math curriculum, and developing parents' ability to better communicate with their children about topics such as race and equity, social development and more.

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

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

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

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

## **Parent Budget (Complete)**

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

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

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

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$500.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$2249.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00