John J Pershing Elementary Humanities Magnet 2020-2022 plan summary

Team

Name	Role	Email	Access
Safurat Giwa	Principl	Sagiwa@cps.edu	Has access
Heather Ferguson	Asst. Principal	HCperkins@cps.edu	No Access
Angela Conner	Counselor	aosby@cps.edu	Has access
Ellen Chalstrom	Kindergarten Teacher	echalstrom@cps.edu	No Access
Ebony Reaves	2nd grade Teacher	Ewardlow@cps.edu	Has access
DeLisa Carter	4th grade teacher	Dlcarter@cps.edu	No Access
Nicole Madera	Case Manager	nmadera1@cps.edu	Has access
Marie Syzman	Libarian	mbszyman@cps.edu	No Access
Victor Williamson	LSC Chairperson		No Access
Vanessa Richardson	Vice Chairperson		No Access
Laura Fernbach	2nd Grade teac	LAFernbacj@cps.edu	No Access
Carol Lynn White	Community Member		No Access
William Penn	Parent / LSC Member		No Access

Team Meetings

Date	Participants	Topic
01/08/2020		CIWP/ Vision and Mission updates
01/21/2020	ILT	SQRP Goal Setting
01/29/2020	ILT	SEF
01/31/2020	ILT	SEF

Date	Participants	Topic
02/04/2020	ILT	Evidence Review
02/05/2020	LSC	SEF Update
02/18/2020	ILT	Select Priority

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
    - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 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)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 4 Employ the skills to effectively manage change
    - o 4 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: The Vision of John J. Pershing Magnet School is to inspire and challenge all students to become leaders who strive for excellence and take active and responsible roles in their learning. Pershing Magnet developed the vision, and the mission of the school through active collaboration using data, surveys and a needs assessment from the students, the staff and,the school community. Our goals and priorities focus on how to effectively and efficiently make school-related decisions that yield higher student growth. Through collective responsibility, the Pershing administration helps stakeholders understand and support the implementation of high leverage activities, policies, and experiences aligned with our core value and our belief system of developing students as leaders. Students outcomes improve through collaborative and outreach efforts such as the following: ? The administration works collaboratively with all

stakeholders to define the vision and mission of the school and sets high expectations of how to implement best practices in teaching to meet goals for continuous improvement. - Pershing communicates information to the community by holding monthly events such as LSC, PAC, BAC, and PTA meetings, orientation days, open houses, family events nights, and other schoolwide performances and competitions. Maintain and update the school website monthly. Communicate school-wide through ClassDojo. - The principal promotes and builds on shared leadership an environment that provides opportunities for professional, academic, social, and personal growth for students, teachers, and parents. Make a coordinated effort to encouraged to volunteer and bring programs to promote healthy choices and lifestyles. - Principal establishes an open line of communication with all key stakeholders and facilitates active involvement in the school to create a culture and climate that provides the most significant learning opportunities for all students.

- 4 - Structure for Continuous Improvement
  - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 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
  - o 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)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Data-driven instruction model is followed to ensure students are engaging in ambitious instruction with rigorous tasks. Teachers participate in ongoing professional development meetings to analyze, access student work to create action and unit plans. The Understanding by Design units and activities to expose students to the standard based rigorous task Lessons are focused on the CCSS and students are able to make the instructional shifts in ELA and math. Students learn about high quality multiple complex texts. Teachers expertly and systemically provide students with ample opportunities to master foundational skills. Based on ILT walkthroughs there was limited evidence of peer-to-peer interactions and rigorous tasks for most classrooms. This lead common research-based classroom expectations, for example, objectives and success criteria posted in every classroom. All classrooms follow scope and sequence and post essential questions and enduring understanding for each lesson. Students use inquiry during science and math lessons. Teacher uses gradual release model to frontload student learning.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- o 4 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
- o 3 Curriculum connects to real world, authentic application of learning
- o 4 Curriculum is aligned to expectations of the standards
- o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 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
- o **Evidence**: Grade teams plan scope and sequences, unit plans, lesson plans and assessments together. Plans in pre-school to second grade embed social science and science into non-fiction reading units. Teachers use various texts to align instruction to CCSS. All texts are appropriate in complexity and meet the CCSS balance of fiction and non-fiction texts requirement. The reading series was chosen to connect the primary, intermediate & upper grades ? Inclusion & Pull-Out Programs MTSS intervention ? Curriculum supported through hands-on activities ? The accelerated program aligns curriculum with high school standards Curriculum maps/scope and sequences Cross-curricular units - balanced literacy ?The Leader in Me? implemented by teachers Responsive classroom techniques used throughout the building curriculum aligned to grade-level standards students assigned to classrooms based upon achievement in order to challenge high-achievers and give individualized instruction to struggling learners All of these instructional components are utilized under the Daily 5 and 3 structure. The Daily 5 and 3 structure is a mathematical framework that guides both student and teacher behaviors to create a classroom of engaged and independent math-doers and discussion leaders.
- 2 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 1 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: Teachers deliver instruction by creating an environment that builds student independence. The Daily 5 structure for literacy and the Daily 3 for Math help students to engage with learning independently, while teachers shift from the whole group to small group instruction. Teachers group students based on data and student need. Pershing in the initial stages of developing data analysis cycles based on 4-5 weeks, progress monitoring, and quarterly benchmarks. All assessments are aligned Common Core State Standards and match to the curriculum maps and instructional units created by teachers. Teachers actively participate in the data cycle analysis and use findings to modify and adjust instructional to provide intervention or enrichment as needed. ? Grade level meetings ? Sharing ideas for differentiated instruction on a school-wide level ? Analyzing NWEA results using Descartes ? Ongoing data analysis meetings with feedback ? SPED monthly meetings w/the case manager to discuss new laws

and track student progress in meeting goals, review students recommended for Tier II and Tier III, and prepare for evaluation. ? Mentoring (unofficially) Teachers apply a wide variety of questions and questioning strategies. Teachers use data for flexible grouping to provide small group guided instruction based on weekly student assessments.

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 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
  - o 2 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
  - o 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
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 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
  - o 2 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: School-wide assessments data are available to the ILT, teachers, and teacher teams. Grade level and classroom data are organized and available to teachers immediately after assessments.Teachers also utilize unit and performance assessments. Teachers meet to analyze and create lesson plans. Each grade level and course teams use assessments sets - screening, diagnostic, benchmark, formative, and summative to gauge student progress and outcome. Teachers use various assessments and assessment strategies that are differentiated in processed, contents, and products. Some student artifact includes performance tasks, projects. All assessments are modified and re-structured to accommodate the needs of Diverse and English Learners.
- 2 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 2 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)
- 1 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 1 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 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)
- 1 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)
- 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)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 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)
- 3 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)
- 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)
- 2 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)
- 1 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)

- o 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)
- o 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)
- o **Evidence**: There exists a school-wide implementation of a multi-system of support to address student academic and social-emotional needs. Teachers use targeted grouping, learning centers, and behavioral procedures and protocols, which include aspects of Responsive and Restorative Classroom to aide in the instruction of social-emotional and academic development of each student. Academic MTSS team meets consistently with classroom teachers to discuss progress and plan for instruction. Multi-tiered interventions are in place to ensure students receive personalized, data-driven supports, including students with disabilities. Diagnostic assessments are administered and reviewed for teaching and learning adjustments. Interventions include in-class, small group, one-to-one, and external academic supports, which are monitored by the administration and at grade level meetings. There is a need to establish a common language and understanding of giftedness, acceleration, and intervention. To dive deeper to differentiate instruction to target interventions according to individual student mastery levels in fundamental sub-skill learning areas, as defined by Common Core State and Social-Emotional Standards. Use progress monitoring data to measure the effectiveness of the intervention and student growth Customize learning for individual students through personalized learning platforms Provide after-school tutoring and enrichment as a tier 3 intervention Provide additional tutoring through the Experience Core tutoring program Social worker and counselor meet weekly with Tier 3 groups using the Leader in Me curriculum, Mentorship Friday, and Leadership Friday. See the framework for Physical and Emotional Safety for more details on the social-emotional evidence.

- 4 - Transitions, College & Career Access, & Persistence
    - o 4 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)
    - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
    - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
    - o 4 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
    - o **Evidence**: The Leader in ME Program High school visits for eighth graders Seventh and Eighth Grade visit Network 9 High School Fair College posters and talk of college with students on a daily basis Our American Voices programs. Gender-specific mentoring College visits and Performances Community Partnership Cross School Reading and Math Challenges Career Day Visits to Tech Firms, career and STEM related activities.

Quality and Character of School Life

- 4 - Relational Trust
    - o 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)

- o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
- o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- o **Evidence**: Pershing Magnet demonstrated high levels of relational trust between all school participants - the ?glue? or the essential element that coordinates and supports the vital processes in useful school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults. Pershing school consistently reinforce high expectations from students by engaging them in activities and experiences aligned to college and career readiness standards. Pershing strives to build the leadership capacity in every student. Parents are constantly made aware of the school's expectations through parent meetings, conferences, and home-school correspondence. Students are encouraged to work together to build community throughout the school. They feel connected with adults and especially their peers through the use of morning meeting strategies and many other team building opportunities through the school year ? Students are encouraged to develop relationships beyond their classroom through the use of mixed recess time. ? Our classes celebrate the diverse culture that represented in our school through educational activities surrounding holidays, customs, and traditions. ? Teacher and staff members communicate and form bonds with all families regularly. Parents feel comfortable approaching teachers and staff on a variety of topics, and many are willing to assist teachers with classroom duties. ? Most staff members feel connected with other individuals in the school. They have been able to form bonds with grade level partners and other individuals. ? Several connections with local businesses that are willing to help the school lead donated to fundraisers, the school wellness fair, and have come in to speak with students and share talents and ideas. ? The school needs to promote more academic relationships across different grade levels.
- 4 - Student Voice, Engagement, and Civic Life
  - o 4 Study politics
  - o 4 Become informed voters and participants in the electoral process
  - o 4 Engage in discussions about current and controversial issues
  - o 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 4 Exercise student voice (REQUIRED: OSEL)
  - o 4 Authentically interact with community and civic leaders
  - o 4 Engage with their community
  - o 4 Take informed action where they work together to propose and advocate for solutions
  - o 4 Experience a schoolwide civics culture
  - o **Evidence**: Pershing is a Leader in Me School that incorporates character development, personal responsibility, and accountability. -Student ambassadors demonstrate leadership by serving as role models to peers and visitors. They are also responsible for showcasing the school. -Pershing students are interested and engaged in learning, invested in their school, and contributing to their community. - Pershing provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming. -Pershing offers a wide variety of opportunities for students to engage in extra-curricular activities and experiences. These opportunities increase students connection to school and develop innate talents and leadership skills. - Pershing staff design learning

experiences that enable students to explore how their identities influence lives. - Eighth grade students complete service learning activities with primary students.

- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 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)
  - o **Evidence**: Pershing is a Leader in Me School that incorporates character development, personal responsibility, and accountability. -Student ambassadors demonstrate leadership by serving as role models to peers and visitors. They are also responsible for showcasing the school. -Our P.A.W.S. program promotes the development of Panther leaders, which allows students to improve their decision-making and critical thinking skills. - The majority of discipline issues are taken care of in the classroom, by the teacher, mostly with Responsive Classroom strategies. - Pershing implemented and will continue to monitor a behavior protocol that consists of a teacher checklist of actions taken and what constitutes a pattern of behavior that would require administrative discipline. - An office referral document has been created so that teachers are able to communicate the need for administrative intervention. This documentation is also used to keep student record of office-managed behaviors. - MTSS team uses SEL behavior intervention plans with a select few students - Pershing uses the Calm Classroom strategy as a resource to teach students ways to refocus. - Pershing utilizes a whole school morning meeting to create a system of order and family. - Eighth grade students complete service learning activities with primary students. - Utilization of PAWS Pantry as a PBIS strategy to promote student responsibility and accountability.

- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Our P.A.W.S. program promotes the development of Panther leaders, which allows students to improve their decision-making and critical thinking skills. - MTSS team uses SEL behavior intervention plans with a select few students - Pershing uses the Calm Classroom strategy as a resource to teach students ways to refocus. -Pershing has a menu of developmentally-appropriate choices for corrective responses to misbehavior. -Teachers use a multitude of restorative classroom strategies (i.e. peace circles, restorative conversations, to develop consistent and thoughtful classroom relationships between students and teachers.

- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- o 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).
- o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- o 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)
- o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- o 2 Partner equitably with parents speaking languages other than English
- o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- o **Evidence**: Pershing strives to provide programs that engage families and community members. Each month, Pershing celebrates academic or cultural events such as Literacy Night, Muffins with Moms, Donuts with Dads, Young Author, Heritage Assemblies, Real Men Read, Open House, Dances, Science Fair, Chorus/Band, Field Day, Basketball, Volleyball, Math Club, Cultural Arts Fair, PTA Sponsored Events, Reality Fair, Extended School Day, Advisory Committee, Grade Level Performances. Principal provides clear information for families and school communities on the school's vision, mission, and performance . Progress reports are provided to parents in 5-week intervals. Parents receive their child's NWEA reports three times a school year. Pershing works with students and families to develops activities align with effective ways to help student to to transition effectively into kindergarten, first grade, and 8th to 9th. Parents are provided with resources to help to ease barriers and help students to adopt positive attitude towards the transitions. Parents are involved in school sponsor committees and organizations such as LSC, PAC, PTA.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
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	5
3	Quality and Character of School Life: Physical and Emotional Safety	4
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

Score	Framework dimension and category	Area of focus
4	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: Relational Trust	**0**
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**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	Literacy attainment among Africa Americas males with a special focus on ELs and IEPs
Root Cause 1	Lack of consistent implementation of reading curriculum and instruction across across grades in grades kindergarten through fifth grade.
Area of Critical Need 2	Math growth among African American students with a focus on females
Root Cause 2	Lack of ease by teachers with Eureka curriculum is causing deviation from the curriculum and use of manipulatives, and small group instruction
Area of Critical Need 3	Math attainment African American students with a focus on females
Root Cause 3	Lack of support in looking at samples of students' work, assessment data, and teacher observations and feedback to guide instruction.

Area of Critical Need 4	SEL support for primary students and families; more community engagement with Pershing's Mission and Vision.
Root Cause 4	Lack of established knowledge, understanding, and implementation of LIM and Restorative Practices as our main SEL resources.
Area of Critical Need 5	MTSS support to identify and support students to fill instructional gaps.
Root Cause 5	Lack of fidelity in the implementation of balance assessments and grading practices that leads to effective identification for MTSS tiering decisions.

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: NWEA Growth G3-8 (Reading) African Americans comprise 95% of our student population. All intervention and enrichment strategies directly impact their attainment and growth outcomes. As stated before, Pershing is invested and committed to implementing the MTSS process fully in academic and social-emotional learning. This process will be the main focus of ensuring teachers progress to monitor their instructional practices with fidelity. To do this form of monitoring, teachers will engage in professional development on the District's and problem-solving process along with effective teaching practices that focus on student learning to create pathways to make student learning more useful for all students. All teachers should deliver 60 percent of their instruction in small differentiated groups to meet students where they are.	African American		60.00	65.00
	EL		40.00	50.00
Vision: NWEA Growth G3-8 (Math) Our growth on the MAP NWEA assessments indicates our ELA core curriculum is effective. Our focus is on engaging students in the balanced approach to literacy instruction, which includes vocabulary	African American		75.00	80.00
	Students with IEPs		20.00	25.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
development, reading, writing, listening, speaking, and research. These curriculum resources call for the high levels of text complexities demanded by CCSS, and Social-Emotional Standards. All of these instructional components are utilized under the Daily 5 structure. The Daily 5 structure is a literacy framework that guides both student and teacher behaviors to create a classroom of engaged and independent readers and writers. Foundation for early literacy acquisitions uses the EngageNY Listening and Speaking units and Scholastic Guided Reading materials (including leveled texts), Haggerty for phonics instruction. The third through fifth-grade classes use the CPS Content Framework to design novel based lessons. Think Cerca, Myon, and Membeam are used in grades, fourth through eighth, sixth through eighth-grade teachers use College SpringBoard for ELA, NEWSELA, Scope Magazine, and ThinkCERCA for writing.				
SQRP: National School Growth Percentile - Math (Grades 3-8)	African American		50.00	60.00
Historically, mathematics instructions have been areas of struggle for the school. There are ample pieces of evidence that math instruction needs to be more accessible to all students. The progressive to increase on the MAP NWEA assessments indicate that we are making continual progress towards higher attainments and growths, albeit, the student growths are happening at a slower pace than expected. To accelerate these trends, Pershing took some decisive actions. In the 2018-2019 school year, Pershing magnet shifted to a new math curriculum. We purchased the Eureka Math program from Great Minds with on-sight and virtual professional development to the teachers. Each class received deluxe manipulative kits support instruction. In addition to providing strategies and tools, students also have access to supplemental digital programs for intervention and enrichment. New structures created provides students with more active learning in math, which includes problem-solving and inquiry-based instruction?all of these instructional components utilized the Daily 3 structure. The Daily 3 mathematical framework guides both student and teacher behaviors to create a classroom of engaged and independent math-doers and discussion leaders.	African American Male		50.00	50.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8)	African American		60.00	70.00
African Americans comprise 95% of our student population. All intervention and enrichment strategies directly impact their attainment and growth outcomes. As stated before, Pershing is invested and committed to implementing the MTSS process fully in academic and social-emotional learning. This process will be the main focus of ensuring teachers progress to monitor their instructional practices with fidelity. To do this form of monitoring, teachers will engage in professional development on the District's and problem-solving process along with effective teaching practices that focus on student learning to create pathways to make learning more effective for all students. All teachers are intended to deliver 60 percent of their instruction in small differentiated groups to meet students where they are.	African American Male		60.00	70.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	African American		60.00	70.00
Over the last few years, we worked to foster an atmosphere of collaboration between diverse learner teachers and general education teachers to allows the full integration of standard-based learning into the IEPs. Diverse Learning teachers are working more intimately through co-teaching and strategic planning, with general education teachers for students to receive more grade-specific instruction content and use the same instructional materials as their peers. DL teachers are working to reduce the gap between academic deficits and attainment. To make math accessible to all students, it needs differentiation. We are using current resources mentioned above and ensuring that we are creating structures for teachers to develop a deeper understanding of the content and the practices of CCSS. Teachers are strategically using NWEA data to enhance small group instruction. Teachers will engage in professional development to support skills in applying math knowledge using flexible instruction. The use of the new curriculum for pacing and guidance, along with teacher vertical planning this year, should increase these scores. Incorporate all	Students with IEPs		65.00	75.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
necessary accommodations and modifications as per IEP to enhance DL instruction. The ILT and teacher teams worked together on the whole school adoption of the use of the Eureka Math K - 8 curriculum. All math classroom post the daily plan of learning. Each schedule must include the following components, math talk, explicit teachings, guided and independent practice. The teachers incorporate Daily 3 to create optimal and interactive learning environments. Use of new universal whole group scope and sequence, assessment plan, and progress monitoring pacing and guidance. Creating teacher vertical planning this year will improve student likelihood of meeting or exceed the future attainment percentiles.				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Overall, we are currently rated as Well Organized. Our goal is to maintain this rating by having teachers, parents, and students reflect on the culture and the academic improvement taking place at Pershing. All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social-emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities that involve and empower parents or family members and are responsive to student and family?s needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (i.e., PACs, BACs, and PLNs), which support school operations, instructional programs, and community partnerships. Research shows that when families, schools, and communities partner in				5.00	5.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
promoting learning and healthy development for all students, schools thrive, and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff. We seek to create a two-way feedback loop process to lead to an increase in the home-school connection to identify, problem-solve, and design actions that target instructional and student programs.					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	Use grade level and grade band meeting structures effectively to create and develop methods for spiral planning (vertical and horizontal) structures aligned to our magnet/gifted programs, examine teachers' practice and provide feedback related to instruction (Visible Learning practices), and analyze the implementation of curriculum design (Understanding by Design (UbD)) and assessments
Then we see...	Coherent collaboration across grade -bands, consistencies in strategic planning for co-teaching, whole group, and small group instructions, relevant and rigorous student tasks, and assessments that are aligned with standards-based learning, using cognitively challenging tasks and expand opportunities for students to engage with complex texts in every content area.
which leads to...	100% of students meeting or exceeding their Spring growth targets as measured on the MAP NWEA, continuity of curriculum themes from pre-K to eighth grade to inform problem-based and project-based learning throughout the school, and a more accurate correlation between classroom grades and student outcomes on summative assessments.
Budget Description	School-wide scope and sequences, common ELA curriculum series, collaborative teacher planning schedule,

Tags	Structure for Continuous Improvement, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Key Practice #4-Authentic Learning Experiences, MGIB: Magnet Programs
Action steps	• (Not started) Create a school-wide magnet and gifted team to develop goals, expectations, and criteria for entrance and exit to the Special Aptitude Gifted program, Tags:Leadership for Continuous Improvement, Instruction, MGIB: Gifted Programs, MGIB: Magnet Programs • (Not started) Teachers attend professional learning activities centered around understanding the CPS gifted and magnet program and the core themes of the programs Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks • (Not started) Teachers will attend professional learning on developing protocol and rubrics to balance assessments, rigorous tasks, and instructional strategies, including the co-teaching model. Tags:Instruction, Assessment: Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Teachers grade-level teams plan and create 4-5 week unit plans at the beginning of each unit. Tags:Instruction, Assessment: Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Teachers will create tasks and share plans with grade-band peers, and ILT for feedback two weeks before implementation using a school developed rubrics. Monitor the effectiveness of co-teaching through facilitate reflective conversations Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, Math: Rigorous Tasks • (Not started) School administrators and ILT will conduct learning work to look for evidence of balance assessments, rigorous tasks, and questioning levels, Tags:Instruction, Balanced Assessment and Grading • (Not started) Facilitate co-teaching conversations through the use of the rubric, "Are we really Co-Teaching?" and develop Communication & Collaboration Plan. Tags:Instruction, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality

Strategy 2

If we do...	Closely align our instruction to school-wide data-driven scopes and sequences across grade level, develop local tiering criteria modeled after the CPS MTSS Framework, develop a robust Menu of Intervention that provide students with targeted Tier II and Tier III supports
Then we see...	Instruction based on defined and actionable criteria, teachers who implement and integrate academic and social-emotional instructions to include the Leader in ME practices, teachers establish school-wide, and classrooms expectations and positive behavior supports for all students
which leads to...	20% increase in students growths on the NWEA to 70% in literacy and 25% increase in students growth in math to 65% on attainment, increase number students from 50% to 100% on making their growth on the NWEA, increasing numbers of students on-track for graduation from 56% to 75%, and student behavior that reflects leadership, responsibility, and a commitment to calm positive school culture.
Budget Description	Local funds, Professional Development Consultants/vendors, Materials (instr. and software), Ext. Day - Buckets
Tags	CBE: SEL Integration, CIDL: Curriculum, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, Math: Equitable Access
Action steps	(Not started) Revise school-wide scope and sequences to reflect data cycles based on 4-5 week units and progress monitoring, and assessments Tags:Structure for Continuous Improvement, Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Problem Solving Process (Not started) Create a year-long calendar to identify dates and times to create unit planning, professional learning activities to address general education teachers' support for differentiation. Tags:MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, ODLSS: Instructional Quality (Not started) Teachers participate in professional learning to build capacity to create the Tiering Criteria based on the MTSS framework. Tags:Assessment: Balanced Assessment and Grading, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation (Not started) Teachers and SECAs participate in monthly professional learning activities to gain strategies to support tier II and tier III students Tags:MTSS: Problem Solving Process, ODLSS: Instructional Quality

	(Not started) Create and monitor monthly meeting schedules for general education and diverse learner teachers to collaborate and share best practices for supporting students needing additional supports. Tags:MTSS: Problem Solving Process, MTSS: Progress Monitoring, ODLSS: Instructional Quality

Strategy 3

If we do...	Utilize performance-based assessments as included in UBD stage 2 that align to Stage 1 student outcomes, The teachers providing timely feedback to increase intentional instruction practices reflective of the critical shifts in ELA and Math.
Then we see...	Evidence of assessment data analysis for the purpose of planning and progress monitoring Vertical alignment of task complexity Coherence in assessment measures across students, teachers, tasks, learning experiences, content areas Clear, accurate, consistent, timely, and fair assessments
which leads to...	Student increase SQRP attainment and growth on literacy and math scores as measured on MAP, ACCESS, other performance tasks, and a higher percentage of students on-track snd an increase in the ?Ambitious Instruction? component of the 5 Essentials survey and the Parent-Teacher Partnership in the My Voice, My School Survey.
Budget Description	Local (115), teacher extended day, supplies, membership to Magnet School America, Conferences, and associated expenses
Tags	Instruction, MTSS, MGIB: Gifted Programs, MGIB: Magnet Programs
Action steps	• (Not started) Hire a cadre subs to provide quality coverage for instructional support and progress monitoring Tags:Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Extended Learning • (Not started) Structure a three-steps PL learning model that includes; of learn it, see it, plan it, do it. Rotating peer observation schedule based on authentic needs. Tags:Instruction, Assessment: Balanced Assessment and Grading, Personalized Learning: Tailored Learning/Differentiation • (Not started) Allocate time during opening PD to align planning and grading practices with a curriculum level team Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading

Strategy 4

If we do...	create structures and systems school-wide and classroom level social-emotional and academic systems and structures programs,
Then we see...	teachers, staff and community partners effectively integrate the 7 Habits, social emotional skills and leadership principles into lessons and/ or roles with depth and creativity. The school has a system by which teachers can regularly share integrated approaches and collaborate to continuously improve lessons.
which leads to...	Students who demonstrate appropriate developmental self-awareness, self-management, social awareness, interpersonal skills, and positive peer relationships using the Leader in ME practices.
Budget Description	Teacher, staff and community professional learning, student and staff materials, digital license, supplies for classroom environments Core training for new staff, branding materials
Tags	Instruction, MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Shared Leadership, OSCPA: Social/Emotional Support
Action steps	(Not started) Create a scope and sequence to ensure that Tier1 SEL lessons are being taught school wide, classroom and home Tags:Instruction, Assessment: Checkpoint Student Assessment System, MTSS: Curriculum & Instruction (Not started) Create a conferencing pathway to ensure that open communication is had between teachers and Tier 2 and 3 students to develop a strategic process to goal setting. Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction (Not started) Provide training and follow support to ensure that teachers are clearly knowledgeable about Responsive Classroom (Schools) and LIM Principles Tags:Physical and Emotional Safety, OSCPA: Social/Emotional Support (Not started) Develop follow up procedures for staff members (i.e. checklist, manual) to use as a data collection tool and to assist teachers with following the Responsive Classroom protocols to develop student self awareness. Tags:Physical and Emotional Safety, OSCPA: Social/Emotional Support (Not started) Provide parent and community partners with training on LIM principles and Responsive Parenting practices Tags:Physical and Emotional Safety, FACE2: Parent Engagement, OSCPA: Social/Emotional Support

Strategy 5

If we do...	Develop a detailed curriculum aligned with the Illinois Standard of Learning to the magnet and gifted themes, provide professional learning on its implementation and expectations, create rigorous multiple measures, and student tasks, with grade-level check-ins
Then we see...	Teachers who demonstrate higher student expectations aligned with data-driven scope and sequence, instruct at the higher levels of thinking, and create better relationships with students. Teachers create and implementing learning experiences infused with the magnet and gifted themes to develop broader interests and real-world application of learning.
which leads to...	Students engaged in interdisciplinary classes using the themes to build a positive culture within the classroom and school community, using projects based learning to enrich and enhance learning opportunities and experiences, and to think more critically.
Budget Description	Supplies and materials for projects, Experiential learning, Professional learning materials, Extended Day Pay, ISL professional development consultant; substitute teacher for classroom visits
Tags	Curriculum, Instruction, Assessment: Balanced Assessment and Grading, MGIB: Magnet Programs
Action steps	• (Not started) Create a calendar that Identifies literacy-based standards for each quarter, evidence of project-based learning Tags:Curriculum, Instruction, MGIB: Magnet Programs • (Not started) Provide a PD for staff on how to engage students on project-based learning using a school-wide rubric for monthly projects (classroom-based) Tags:Instruction, Assessment: Balanced Assessment and Grading, Literacy: Shift 4-21st Century Professional Learning • (Not started) From the standards, we will develop calendar themes for the year incorporating our LIM habits into the magnet gifted themes Tags:Curriculum, Instruction, Assessment: Balanced Assessment and Grading, OSCPA: Social/Emotional Support • (Not started) Staff will create the rubrics, that will highlight the projects, develop the essential questions and the assessments. Including the 8th grade capstone project. Tags:Curriculum, Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Using our calendar themes resources will be provided for Social Studies teaching (including research on curriculum) Tags:Instruction, Assessment: Curriculum Equity Initiative

	• (Not started) Utilize the resources and materials (manipulative) in the building to enhance Math and Science instruction. Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth, Math: Rigorous Tasks, Math: Curriculum

Action Plan

Strategy 1

Create a school-wide magnet and gifted team to develop goals, expectations, and criteria for entrance and exit to the Special Aptitude Gifted program,

Jul 01, 2020 to Aug 21, 2020 - Instructional Leadership Team, Teacher Teams,

Teachers attend professional learning activities centered around understanding the CPS gifted and magnet program and the core themes of the programs

Sep 01, 2020 to Jun 30, 2022 - Instructional Leadership Team, Teacher Teams,

Teachers will attend professional learning on developing protocol and rubrics to balance assessments, rigorous tasks, and instructional strategies, including the co-teaching model.

Aug 20, 2020 to Aug 21, 2020 - Administration, Instructional Leadership Team, Teacher Teams,

Teachers grade-level teams plan and create 4-5 week unit plans at the beginning of each unit.

Aug 24, 2020 to Jun 30, 2022 - Instructional Leadership Team, Teacher Teams,

Teachers will create tasks and share plans with grade-band peers, and ILT for feedback two weeks before implementation using a school developed rubrics. Monitor the effectiveness of co-teaching through facilitate reflective conversations

Aug 24, 2020 to Jun 30, 2022 - Instructional Leadership Team, Teacher Teams,

School administrators and ILT will conduct learning work to look for evidence of balance assessments, rigorous tasks, and questioning levels,

Aug 24, 2020 to Jun 30, 2022 - Admin, Instructional Leadership Team, Teacher Teams,

Facilitate co-teaching conversations through the use of the rubric, "Are we really Co-Teaching?" and develop Communication & Collaboration Plan.

Aug 24, 2020 to Jun 30, 2022 - Admin,Teacher Teams,,

Strategy 2

Revise school-wide scope and sequences to reflect data cycles based on 4-5 week units and progress monitoring, and assessments

Jul 01, 2020 to Aug 28, 2020 - ILT, Teacher Teams

Create a year-long calendar to identify dates and times to create unit planning, professional learning activities to address general education teachers' support for differentiation.

Jul 01, 2020 to Jun 30, 2022 - Instructional Leadership Team, Teacher Teams,

Teachers participate in professional learning to build capacity to create the Tiering Criteria based on the MTSS framework.

Jul 20, 2020 to Aug 21, 2020 - Instructional Leadership Team, Teacher Teams,

Teachers and SECAs participate in monthly professional learning activities to gain strategies to support tier II and tier III students

Sep 01, 2020 to Jun 30, 2022 - Instructional Leadership Team, Teacher Teams, SECAs and TAs

Create and monitor monthly meeting schedules for general education and diverse learner teachers to collaborate and share best practices for supporting students needing additional supports.

Aug 24, 2020 to Oct 02, 2020 - ILT, Teachers, MTSS Teams.

Strategy 3

Hire a cadre subs to provide quality coverage for instructional support and progress monitoring

Jul 01, 2020 to Aug 21, 2020 - Administration, Instructional Leadership Team (ILT)

Structure a three-steps PL learning model that includes; of learn it, see it, plan it, do it. Rotating peer observation schedule based on authentic needs.

Jul 01, 2020 to Jun 30, 2022 - ILT, Teacher Teams

Allocate time during opening PD to align planning and grading practices with a curriculum level team

Jul 01, 2020 to Aug 21, 2020 - School Administration Team, ILT

Strategy 4

Create a scope and sequence to ensure that Tier1 SEL lessons are being taught school wide, classroom and home

Aug 01, 2020 to Aug 01, 2020 - ILT, Lighthouse Team

Create a conferencing pathway to ensure that open communication is had between teachers and Tier 2 and 3 students to develop a strategic process to goal setting.

Oct 01, 2020 to Nov 06, 2020 - Teacher teams, ILT, Lighthouse team, RSPs

Provide training and follow support to ensure that teachers are clearly knowledgeable about Responsive Classroom (Schools) and LIM Principles

Aug 27, 2020 to Nov 06, 2020 - ILT, LIM Consultants, LIghthouse Team OSEL

Develop follow up procedures for staff members (i.e. checklist, manual) to use as a data collection tool and to assist teachers with following the Responsive Classroom protocols to develop student self awareness.

Aug 21, 2020 to Jun 30, 2022 - ILT, Lighthouse team, Teacher Teams, OSEL

Provide parent and community partners with training on LIM principles and Responsive Parenting practices

Sep 01, 2020 to Jun 30, 2021 - LIM consultant, FACE office, ILT, Lighthouse team, RSP

Strategy 5

Create a calendar that Identifies literacy-based standards for each quarter, evidence of project-based learning

Aug 01, 2020 to Jun 30, 2022 - ILT, Teacher teams, MGIB,

Provide a PD for staff on how to engage students on project-based learning using a school-wide rubric for monthly projects (classroom-based)

Aug 01, 2020 to Jun 30, 2022 - ILT, Teacher teams, MGIB

From the standards, we will develop calendar themes for the year incorporating our LIM habits into the magnet gifted themes

Aug 01, 2020 to Jun 30, 2022 - ILT, Lighthouse, Teacher teams

Staff will create the rubrics, that will highlight the projects, develop the essential questions and the assessments. Including the 8th grade capstone project.

Aug 01, 2020 to May 30, 2022 - Teacher Teams, ILT

Using our calendar themes resources will be provided for Social Studies teaching (including research on curriculum)

Aug 28, 2020 to Jun 30, 2022 - ILT, Administration, Teacher teams

Utilize the resources and materials (manipulative) in the building to enhance Math and Science instruction.

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.

All students in grades Pre-kindergarten to eighth grade are tested for critical reading and math standards at the start, middle, and end of the year. The assessments include diagnostic assessments of the previous year's standards and progress monitoring. Also, teachers have students complete their REACH Performance Tasks twice a year to measure growth from the fall to the spring semester. Twice a year, students participate in the MAPNWEA assessment to measure their academic growth on the Common Core State Standards (CCSS). The growth or attainment measures are from spring to spring. In March students participate in the Illinois Assessment of Readiness (IAR). The results of these assessments help to inform teachers' small group instruction decisions.

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

When students do not meet proficient and advanced levels of academic achievements, additional supports are provided to them through classroom interventions with teachers through the multi-tiered systems of supports (MTSS), small group instructions, tutoring during school, and extended day times. Also, students have digital platforms for practice and mastery exercises. Saturday and summer schools are available to provide addition support as needed.

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.

Pershing Magnet will prioritize the importance of using various strategies to strengthen core academic and social-emotional programs. These strategies will help in maximizing the learning time to increase the

outcome for historically underserved populations. Pershing will also ensure low performing students receive the need support in a timely manner.

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).

Pershing Magnet will develop and implement consistent instructional practices based on the Gradual Release Model and scaffolding of lessons. When students are not making progress or not meeting mastery in as expected, they will receive additional support during the small group instruction time in school, extended day tutoring, mentoring through the City Year program for students in grades four through eighth, Boys and Girl Mentoring programs for social-emotional strategies and skills, individual and group counseling, social work services, and referral to further treatments from outside agencies.

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

Pershing Magnet uses a structure systematic approach to hiring that ensures all teacher candidates are high quality and highly qualified for their subject and content areas.

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.

Teachers and school staff engage in a high-quality and ongoing professional development learning through the school years. Parents are invited to training at the school.

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

Monthly parent classes sponsored by the Parent Advisory Council, the Pershing PTA, Community Organization, the Office of Family and Community Engagement, Monthly Newsletters, and digital links.

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.

In the spring, we host a workshop for preschool parents to prepare them for getting ready kindergarten. We address concerns and provide summer activities books for students to practice common kindergarten skills. If needed, we encourage some families to participate in the "Step-up to Kindergarten Program"

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.

Teachers are at the center of all assessment administration and use to improve student outcomes. Teachers use the assessment data to form small groups to provide interventions. Teachers create interim assessments to measure academic progress towards the standards.

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.

Use data and ongoing assessments lead to the identifications of students who are experiencing academic difficulties. Once indicated, the teachers start the intervention process using the MTSS structure.

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.

Pershing Magnet collaborates with all district, State mandates and initiatives through clear communication channels and adherence to the guidelines set forth. We invite the broader CPS community partners to share strategies and resources.

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.

Monthly parent meetings will occur to provide information, plan activities with dates, and allow the periodic review or the NCLB parent involvement documents, plans, and policies, along with the development of the CIWP.
Parents will have an opportunity to learn about the state of and the vision of the school, along with the goals and strategies to achieve them. Parents will be
invited to the monthly meetings with the principal, along with the LSC, PAC, and PTA meetings. Parents will also help the school to analyze their child's data
by completing the yearly surveys, attend family engagement activities.
In September of each year, Pershing Magnet holds the Title 1 parent meeting. At this meeting, parents

receive and discuss the CIWP, a presentation on the
State of the School, and the school progress. Parents also receive SQRP reports yearly.

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

At the start of the school year, parents will receive a mailing detailing the school's tentative calendar of events. Monthly events notices will be sent out by the
5th of each month. Also, the principal and teachers will hold monthly coffee meetings, PTA, and PAC meetings. Grade level and individual parent meetings will be scheduled as needed. The Title I Annual meeting will be held in September of the academic year, followed by the organizational meeting by October 31.
Pershing Magnet provides numerous opportunities for parents to interact with the school, the staff, the teachers, and the District. We host monthly meetings such as open houses,
curriculum nights, assemblies, and parent workshops. We provide opportunities for parents to understand resources better and supports available to meet their child's needs.

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.

Pershing Magnet practices an open door policy with which parents feel to communicate and share their views, concerns, and suggestions about their child at
any time. At monthly PAC meetings, parents convene to discuss possible workshops and activities for students. Parents decide how funds are spent. Also,
through monthly meetings with the principal, parents will be able to share more personal issues and receive direct answers and immediate feedback from the
principal. Assessment information will be posted on the school's website. This information will include how the assessments are used by teachers to support learning. Parents will sign-up for Class Dojo and parent portal during the enrollment process.

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

Students engage in assessments bi-weekly, at five weeks intervals, and at the end of each quarter throughout the year. Parents will receive timely fashion
feedback to keep them informed of their child's progress and provide additional support for students. Parents will also receive the School's progress report
and the State Report Card and the SQRP to gage the school performance level.

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 will receive notice when the child is not being taught by a highly qualified teacher. Schools will provide parents timely notice regarding the teachers' qualifications. The status of the teachers will be sent home to parents in a notice from the school immediately upon request. All parents' requests for information will be sent home within two weeks of receipt of the notice.

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.

Pershing Magnet will provide parents with information on students' current achievement and their academic challenges and successes. Teachers will share
performance data with parents on how their children are performing on state and districts and local assessments during the first and third quarter Parent-Teacher Conference. State assessment results will be sent home in the fall with an explanation for clearer understanding.

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.

All parents are welcome to attend the monthly parent meetings. All teachers will be expected to maintain a website to keep parents informed of the activities
happening at the school. Parents are encouraged to provide emails to aid better communication. Pershing will offer numerous opportunities for parents to
interact with school, staff, teachers, and the broader school districts. There will be several open houses, curriculum nights, and assemblies and parent
workshops. Parents will gain a better understanding of the processes of the school and be able to lend their talents to other students.

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.

All school activities integrated all current levels. Teachers will receive professional learning on how to build and encourage a consistent professional relationship with parents throughout the
school year. All teachers send out welcome letters to parents letting parents know ahead of time student expectations, learning goals, and information for
ongoing open communication. Parent communication will also take place through the use of Class Dojo and Parent Portal. Early childhood classrooms host monthly events and parent-child workshops to teach critical skills to boost academic achievements.

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.

Pershing's pre-school teachers provide numerous opportunities for parents to participate in the school. All parents are welcome to join the PAC and the PTA.

We encourage parents to volunteer in the classroom and around the school. We create a variety of events for families. Some of the activities include
educational day, field trips, guest speakers, and assemblies. Outside presenters will be brought in to give parents more information on how to become more
successful with their children.

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.

Pershing staff will work diligently to ensure all communication sent home is in parent-friendly language and be translated as needed.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<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>**

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

[X] **<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)

None

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.)

John J. Pershing Magnet School seeks to develop students who are active leaders by providing them with a high-quality education through humanities-based
curricula. We foster this in an environment of high academic excellence and personal responsibility that promotes leadership readiness in students who are
well rounded and ready for college and careers.
Pershing Magnet?s curricula are created and designed through teacher collaboration during grade levels, grade bands, teacher meetings, and the ILT using
the Common Core State Standards in ELA and Math and Social-Emotional Learning Standards. Teachers aligned their scopes and sequences based on CPS
Content Framework and student data. Teachers used the unpacked standards from Engaged NY and North Carolina, and Ohio to highlight areas of focus.
Teachers look at the critical areas that need to be covered at a particular grade level. After analysis, the

areas are matched to the standards. From there
teachers create pre-assessments that measure the level of understanding that students have going into the lesson and post-assessments that gauge the
level of understanding and mastery. After the assessments are created, teachers then design the activities and gather the resources to ensure that students
obtain mastery. Beyond that, teachers use assessment data beginning with the BOY the first quarter to determine the starting point for instructions and the
depth of complexity for instruction to inform re-teaching and instructional grouping decisions.
Our ELA core curricula focus the balanced approach to literacy instruction which includes vocabulary development, reading, and writing workshops, and
phonetics in the lower grades. The foundational stages (K-2) of instruction use Scholastic Guided Reading materials (including leveled texts), and Fountas
and Pinnell and Haggerty for phonics instruction. Third through eighth grades use the CPS Content Framework, CCSS, and Engaged.

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.

Pershing Magnet will hold an open house the third week of September for the parents, to inform parents and guardians about the expectations, the rules, and
the guidelines of learning and achieving within the Pershing Community. An eighth-grade mandatory meeting will also be held to discuss graduation
requirements as we know them and the selective enrollment process. Parent-teacher conferences are held as directed by CPS at the end of the first and
third quarters. In addition, Pershing holds its own Parent-teacher conferences as needed per grade level.

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

Pershing Magnet will provide parents with reports of their children's progress as directed by CPS during the 5th, 15th, 25th, and 35th weeks of school.
Electronic grade summaries are available at the parent's request throughout the quarter. Report card dates are set by CPS. Parents have access to student
grades through the Parent Portal on IMPACT. At our first open house, we provide parents with the opportunity to register for portal access if they have not
previously done so.

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

Teachers are available to hold conferences each school day from 8:30 - 8:50 am and during the preparation time with advance notice from the parent. Some
teachers are willing to meet with parents after school when provided with advance notice.
Teachers are also available by appointment during the school year. In addition, parents can communicate with most teachers through Class Dojo, Parent
Portal on IMPACT and emails. Teachers are encouraged to call a student's home whenever necessary. The translation is always available if needed.

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 can volunteer at the school daily to support lunchroom supervision, recess, special projects, field trips, and assemblies. Parents can observe
classrooms at their convenience provided they give the school 24 hours notice. Parents are especially encouraged to attend all meetings, conferences, and
special events at the school as well as the CAPS meetings for community concerns. All meetings are posted on the school website and marquee

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

We at Pershing Magnet ask parents to support their children's learning in the following ways: ? Ensure that the student attends school every day
? Use school provided an agenda to monitor homework completion on a daily basis
? Limit the amount of television and the selection of programs that children watch
? Use Gradebook Portal to monitor student progress
? Monitor internet/Facebook/Twitter/Snapchat/Cellphone use
? Use other resources to enrich student's learning when school is out of session
? Participate in in-school workshops for parents
? Work with other parents on volunteer projects such as fund-raising
? Keep abreast about the child's education and communicate with the school by reading all notices from the school or CPS that are sent home ? Serve on
school committees such as the LSC, PAC.

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 participate in the education of their children by attending school functions, all parent-teacher conferences, and establishing a positive rapport
with teachers. Parents can consult with the school by calling, coming to the school in person, or emailing the school faculty at any time.

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 their academic achievement by:
? Attending school every day and completing all classroom and homework assignments
? Self-monitoring grades in the portal
? Asking for additional assistance when needed
? Reading every day outside of school for enjoyment
? Giving parents and guardians all notices, communications, and information distributed from school daily
? Having agenda monitored and signed by parents

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.

After the annual parent advisory and organizational meeting, a meeting will be held to discuss budget use to best support parent learning. Parents will decide
which activities they believe will be most effective in their community.

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.	$1000.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00
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)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
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