



Helen Peirce International Studies ES (/school-plans/345) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/22/2016	Kim Lebovitz, Jillian Estanich, Chris Drase, Anne Hopkins, Brooke Thompson, Virag Nanavati, Lela Mastrojovic, Phil Salemi, Lori Zaimi	Reviewing the SEF and determining plan for collecting feedback

02/04/2016	Kim Lebovitz, Jillian Estanich, Chris Drase, Anne Hopkins, Brooke Thompson, Virag Nanavati, Lela Mastrojovic, Lori Zaimi	Reviewed potential priority areas - MTSS, Balanced Assessment & Grading, Relational Trust, Curriculum
02/10/2016	Kim Lebovitz, Jillian Estanich, Chris Drase, Anne Hopkins, Brooke Thompson, Virag Nanavati, Lori Zaimi	Score SEF
02/03/2016	Nora Hughes, Joe Dunne, Maria Carrera, Lori Zaimi	Reviewed Focus Group Framework
12/21/2015	Joe Dunne, Dave Tilson, Bill Kennedy, John Albrecht	Develop plan for involving parents/community in CIWP process
03/08/2016	Kim Lebovitz, Jillian Estanich, Chris Drase, Anne Hopkins, Brooke Thompson, Virag Nanavati, Lori Zaimi	Strategy Development & Goal Setting
04/06/2016	Joe Dunne, Nora Hughes, Dave Tilson, Lori Zaimi	CIWP Parent Survey Review
03/31/2016	Kim Lebovitz, Jillian Estanich, Chris Drase, Anne Hopkins, Brooke Thompson, Virag Nanavati, Lela Mastrojovic, Lori Zaimi	Root Cause Analysis
04/08/2016	Kim Lebovitz, Jillian Estanich, Chris Drase, Anne Hopkins, Brooke Thompson, Virag Nanavati, Lela Mastrojovic, Lori Zaimi	Root Cause Analysis
04/14/2016	Kim Lebovitz, Jillian Estanich, Chris Drase, Anne Hopkins, Brooke Thompson, Virag Nanavati, Lela Mastrojovic, Lori Zaimi	Strategy Development
04/25/2016	Kim Lebovitz, Jillian Estanich, Chris Drase, Anne Hopkins, Brooke Thompson, Virag Nanavati, Lela Mastrojovic, Lori Zaimi	Action Development

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

1 2 3 4

Peirce School is an IB World School with an authorized Middle Years Programme, we are currently going through the authorization process for our Primary Years Programme. The IB Program encourages inquiry based learning and a focus on the whole child through the IB Learner Profile. Peirce School underwent a change in leadership in July of 2015, prior My Voice My School surveys indicated that collaborative teachers and effective leaders were areas of improvement, as a school we will continue to focus on these areas. Peirce teachers serve on several teacher led committees including the PPLC, PPC, RTI, PBIS, Wellness, Social, PYP & MYP Implementation Teams and the admin team. These teacher-led teams are instrumental in developing collective responsibility and ownership for the success of the school.

### Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.

- Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

### Score

1 2 3 4

The Peirce Primary Years Programme Implementation team meets on a monthly basis to support the implementation of the Primary Years Programme. The team reviews the International Baccalaureate Standards and Practices, Policies, Instruction focused on the Transdisciplinary Themes, Conceptual understandings, and Inquiry. The Middle Years Programme Team meets monthly to support the implementation of the Middle Years Programme. The team reviews the IB Standards and Practices, plan and facilitate professional development, and is the core team for the Evaluation of the programme. In the future the two teams will come together to support the IB throughout the building. In addition, Peirce and Senn HS have ongoing meetings to review our MYP program which is linked together, Senn and Peirce teachers participate in regular professional development sessions as a way to develop a common vision and plan for our work. The Peirce admin team meets on a weekly basis to discuss school wide supports such as Behavior, Academics and Grades (BAG) Data, Instructional Coaching, Social Emotional Learning (SEL), Diverse Learners, English Language Learners (ELL), Discipline, Positive Behavior Intervention and Supports (PBIS), and Response to Intervention (RTI). In the future the MYP and PYP teams will develop a year long professional development plan to ensure the forward movement of the IB Programmes at Peirce.

## Guide for Instructional Leadership Team

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

- Meet regularly (2-4 times per month).
- Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

### Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 3 4

Our school schedule was designed to provide common planning time for all teachers across the school. All teachers have either a daily common prep or lunch period which allows for teacher-teacher collaboration at the grade level. Currently, teachers meet weekly in grade level teams to design IB units, discuss student data along with other grade level needs. In addition, teachers meet vertically (across grade levels) 1-2 times per quarter and the CPS calendar allows for professional development days for further teacher collaboration and PD. Teachers voted to turn one of their flex days into (3) 1.75 after school planning days to increase collaboration across grade levels. Teachers in the PYP were released for (1) half-day per quarter to develop IB units and MYP teachers began departmental collaboration in the 2nd quarter. The admin team develops a grade level meeting and PD plan for the year, this plan will be revised for the 2016-2017 school year with a stronger vision of our professional learning needs. Much of the time during the 2015-2016 school year was dedicated to the development of IB units, for the 2016-2018 cycle we will focus on instructional practices, differentiation, assessment and grading. In PYP and MYP, during grade levels, the teams focus on unit planning, reflection, and general implementation of the programme. Currently vertical team meetings focus on implementation of the programme by developing scope and sequences, analyzing IB standards and practices, and review the POI. Extended planning sessions focus solely on unit planning, assessment, and reflection. Teachers and staff have many opportunities to take part in ongoing professional learning both within and outside the school. In addition to our work with IB, Lesson Study was introduced as a way to examine teaching and learning. Lesson Study brings teachers together to develop unit plans, observe teaching and discuss student learning. During the 2015-2016 school year many teachers participated in the observation of a research lesson at other CPS schools. Our 3rd grade team developed a research lesson and teachers from Peirce participated in the observation. We will continue our work with Lesson Study during the 2016-2018 school years to help us improve our teaching practices within the IB Framework.

## Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.

- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

### Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

### Score

1 2 **3** 4

Students at Peirce have access to Music, Art, Dance, Technology, Physical Education, Library and Spanish, while all of these classes are available to our students, they are not all taken year round - some classes are taken for half of the school year. Given the increase in the number of homerooms, we faced scheduling difficulties during the 2015-2016 school year to provide access to all classes year round. Most grade levels have a daily common preparation period with the exception of one grade level during the 2015-2016 school year, ideally all grade levels will have a daily common preparation period. During the 2015-2016 school year our Sp.Ed. model has changed to increase supports in the gen.ed. classroom via co-teaching, moving forward schedules will need to be aligned to match supports during instructional periods as appropriate. We have several community resources to support counseling and social emotional needs of our students - C4, Alternatives and Loyola University provide additional personnel to support the use of restorative practices, individual and group counseling. Our educational support personnel provide small group academic support after school to students in small groups. Our After School All Stars classes and school-funded after school programs are designed to provide students with out of school time activities, program offerings include but are not limited to Sports, Bollywood Dance, Art and Theatre programs. As we continue our implementation of the PYP IB Program, additional resources will need to be brought in to support units - examples include trade books and arts partners. Our goal is to maintain an arts partner at every grade level to support our units of study. As the poverty rate at our school continues to decrease, we will need ongoing support of our Friends of Peirce and family student fees to supplement our schools budget.

## Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**

- Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
- Use an interview process including a protocol for questioning and select highly qualified candidates.
- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

1 2 3 4

Through the implementation of the PYP, that staff is developing an academically rigorous curriculum that promotes global mindedness and social emotional development. They have developed a coherent Programme of Inquiry, with rich unit plans and student centered assessments and learning experiences. The MYP has developed the same rich curriculum through global contexts and conceptual understanding. Through the use of ManageBac, the teachers are refining their units. They are also in working within the partnership with Senn to develop a horizontally and vertically aligned approach to the Approaches to Learning Skills (PYP will begin this next school year). As a school we are also working on developing objectives that include language demands to support all learners.

creation of POI, unit plans, scope and sequences, and pacing guides for all PYP. Further development needs to occur around the approaches to teaching: inquiry, conceptual understanding, differentiation, assessment, global and local contexts, and effective teamwork and collaboration.

We are working on developing portfolios that align with unit plans to show students learning across the curriculum. We will be developing a consistent model for teacher-teacher collaboration through observations, sharing of student work, and the standardization of assessment.

We need to further develop the support to meet the needs for all of our students: DL, ELL, Enrichment.

## Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility.

Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

As we continue implementation of the IB Program, we will need to bring in additional instructional materials to support the learning experiences and assessments that our teachers and students engage in - this includes an increased collection trade books and e-resources. Teachers in K-5th grade are using the Go Math curriculum and are currently in the second year of implementation, while there is a common curriculum we have found that we need to re-examine the current curriculum choice and look for opportunities to integrate the standards for math practice or switch to a structured problem solving math curriculum. Our Special Education model has undergone changes, moving towards the use of increased inclusion practices, with this change may come the need for additional resources for our diverse learners. Our Response to Intervention team continues to refine the approach that we take to differentiating instruction for all learners - we need to further look into appropriate intervention and progress monitoring tools which may include further expansion of our Wilsons Reading Program and the consideration of using Fountas and Pinnell for reading benchmarking. As our school demographics change, we have seen an increase in the number of students entering the school ready to learn - being at or above grade level, we need to also examine the instructional materials that we have for students scoring in the top quartile on standardized assessments. We are very close to being 1:1 with tech devices to students, we will continue to make technology purchases and continue with subscriptions such as News ELA, Imagine Learning, Time for Kids, National Geographic Kids, etc.

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels
	✓ Evidence of scaffolding and differentiation for all students to access the content/skills
	✓ Description of materials in curriculum and/or lesson plans
	✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

Score

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

1 2 3 4

Teachers plan together in grade level teams. Unit and lesson objectives are the same for all teachers in the grade level, however texts and tasks used to accomplish those objectives are different from teacher to teacher. Case Consultancy protocol has been used in previous years to gather feedback on task complexity, however teachers did not share growth area feedback. Feedback received was not valuable and the exercise of case consultancy stopped after a few months. Teachers informally meet and talk about what they are doing in their class and what activities were successful for them, however no formal process to look at complexity of student tasks and share feedback exists.

### Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to

1 2 3 4

Peirce School has a process in place to support 8th grade students through every stage of the high school application process. The school provides an informational session for 7th and 8th grade students and parents on the different types of high school, eligibility criteria, and application timeline. High School Coaches are provided to each 8th grade student to help them through the process. Peirce hosts a high school fair inviting different types of high school such as magnet, selective, IB, college/career, military, private, and charter to provide an opportunity for families to explore their high school options. Peirce and Senn work together to coordinate visits to Senn High School. All eligible 8th grade students have access to 8th Grade Algebra. Middle School students are provided opportunities to learn about colleges through field trips to Northwestern and DePaul University. Student explore a variety of careers through Career Day. Gear Up will be working with our 7th and 8th grade students this year. Gear Up is a federally funded program aimed at increasing the number of students graduating and being successful in post secondary education. Gear Up offers summer programming, tutors in the classroom, after school support/tutoring, college and career ready workshops, parental support with applying to high school, and scholarship opportunities. Naviance is an online college and career readiness tool that will be implemented starting at the end of this school year. This is a tool that will support students in their exploration of colleges, careers, and also to work on an Individual Learning Plan.

## Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	2b. <a href="#">Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

**Instruction:**

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

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Nearly all Peirce teachers are rated in the Excellent and Proficient ranges on the REACH framework. General areas of strength as assessed through the REACH framework for teaching are related to domain 2 - Creating a Culture for Learning, Respect and Rapport, Classroom Procedures and Managing Student Behavior, there is a calm school culture with a focus on Growth Mindset. Areas of focus are in domain 3b - Questioning and Discussing and domain 3a - Communicating with students. Through classroom walkthroughs both internally and at the network level, we chose an instructional focus of how teachers open and close their lessons by linking learning objectives. The admin team visited classrooms to focus on how teachers were opening and closing their lessons, provided grade level feedback and will continue this focus for the remainder of the 2015-2016 school year. As we continue implementation of our IB program, we will have an increased focus on instruction with a focus on questioning, linking learning objectives, inquiry and differentiated learning experiences. We will use peer observations and lesson study as opportunities for peers to discuss instruction as it relates to student learning. When examining student level data and our previous School Report Card, we will need to focus more on the teaching and learning of math along with how we support our Diverse Learners and English Language Learners through differentiated instruction.

**Guide for Instruction**

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.

- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

### Score

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The Response to Intervention Team (RTI) includes the school psychologist, case manager and a teacher representative from each grade level K-8th, this team focuses on differentiated instruction, identifying and supporting students who need additional support through a targeted intervention which is progress monitored. In addition to the RTI team, the school also has a Positive Behavior Intervention and Supports (PBIS) team and Behavioral Health Team (BHT) which focuses on social emotional learning and individual and group counseling. Both teams along with grade level teachers regularly monitor student behavior, attendance and grades through the school data sheet and BAG Data report. The school uses Second Step from PK-8th grade for our tier-1 Social Emotional Curriculum. The RTI team focused on creating an RTI school structure during the 2015-2016 school year and will continue with supporting teachers with targeted interventions and progress monitoring tools for the 2016-2018 school years. Tier 2 supports are implemented during Learning Communities in the 6th-8th grades. All other grade levels are supporting tier 2 and tier 3 interventions in their classrooms or through grade level designed plans. We do not have a school-wide math intervention program, this might be something that the school explores in the future. Tier 3 support in the middle school is supported by teachers who have additional planning periods built into their schedule, this model changes in K-5th grades, where Tier 3 support in K-2 is supported by retired teachers or miscellaneous employees who have been guided in instructional strategies to support our students. Our Sp.Ed. classroom assistants are also supporting students in 3rd-8th grades through after school programs with 2-3 targeted 30 minute blocks of time. Moving forward we need to develop more strategic Tier 2 and 3 supports for K-5 during the school day, by possibly looking at balancing the classrooms - ie. # of students below/above 50% in a classroom. This has begun in 4th grade for the 2nd half of 2015-2016. A school wide progress monitoring tool needs to be purchased/developed, and teachers will need to be trained. If funding permits, we would like to hire additional personnel to support reading and math interventions to our students above and below grade level.

### Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support**

with varied instructional strategies and SEL support of varying degrees of intensity for all students.

- Monitor students requiring and receiving targeted and intensive instruction/interventions.
- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

Score

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

1 2 3 4

Balanced assessment and grading is evident in some classrooms but not all. Teacher's in the same grade level may have common grading policy, however no formal grading policy has been developed or is being followed. Assessment and grading is inconsistent across the school where some classroom assessments and grading give students projects to measure the depth and breadth of the topic being covered while grades in other classroom are dependent on classwork, homework, and quizzes that are completed in a day. Teachers in majority of grade levels create their own formative and summative assessments with little to no collaboration in creating common assessments. Teachers in grade levels do not participate in common data review using classroom or district administrated assessments, however most teachers review MAP data to make classroom instructional decisions. RTI team is creating systems to identify and support students at all grade levels for Tier 2 and Tier 3 supports. However, with the PYP unit planning during grade level meetings, these data conversations seem to be happening in isolation. Creating rigorous tasks and assessments for PYP units is a step in the right direction, however most teachers are revising their units as they teach and feel that there is much room for improvement. Much more work can be done in grade levels to improve and promote common assessments, develop a consistent and fair grading system which makes it easy to identify students that need Tier 2 and Tier 3 supports along with academic enrichment.

### Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design**

(<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.

- Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

Score

1 2 3 4

The International Baccalaureate (IB) Framework, Standards, Profiles and Attributes have begun to unify the culture for learning around shared norms and meaningful interactions. After a strong start to the year with a focus on what it means to have a "Growth Mindset" there is a need for teachers and parents to reinforce this work on an ongoing basis. Our work within the IB program is not just about academics but about perseverance and the ability to work through challenging situations. As a school, we utilize Second Step (PK-8) and Education through Music (PK-1) to support Social Emotional Learning, these programs have given students tools to work through difficult interactions and situations. While we embrace growth mindset and want our students to be their best, we need to continue to identify ways to support students who require more attention or do not have the confidence in themselves to do their best at all times. During the 2015-2016 school year the admin team began meeting one-one with students who were identified as needing additional support through the BAG report, a small group of students participate in check-in and check-out and teachers meet regularly with students and families to share areas of strength and opportunities for growth. Quarterly Learning Celebrations are in place for all students in K-8th grades - learning celebrations are designed to not only celebrate academic achievements but achievements that students have made in the IB Learner Profile. There is a new focus on the use of Restorative Practice and a decrease on the use of punitive consequences (i.e. suspension and detentions). With this new focus comes a need to support our staff in what Restorative Practices mean and how they should be used when working with our youth. There is a need to create a common language around the use of restorative practices and common behavioral expectations across the school - what behaviors should be handled at the classroom level and what behaviors require additional support.. There is some concern that too many students are giving up when facing challenges (academics, specials, even After School All-Stars programming). We need to develop strategies school-wide to help students value and fulfill their commitments. The message that all students can and will succeed with support is a message that we need to continue to send to our students, teachers, parents and community members.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
Evidence	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of 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.

1 2 3 4

When examining the My Voice My School survey results from the 2013-2014 school year the areas of focus were on teacher-teacher collaboration and Effective Leaders, no data was available for the 2014-2015 school year. There was a change in administration in July of 2015 and with that change comes the need for the new administration to develop a trusting, working relationship with all school staff. The main issues shared by staff were the need to develop trusting relationships among each other and with administration as well as student to student trust. Developing trusting relationships between colleagues needs to be developed and will continue to be an area of focus. Suggestions include team building, team teaching, common planning time to collaborate, peer observations and encouraging honest conversations among each other. Student interactions are mutually supportive and respectful, strong norms for positive behavior will be developed by peer tutoring, coaching and mediation by in the lower grades by the middle school students. LSC, PPLC, PPC is involved in planning PD's and the decision making of the school priorities. Recommendations for developing relational trust are to continue to engage staff in the development of our school improvement plan, continue asking staff for suggestions on opportunities of growth and celebration, maintain a transparent culture (both teacher-teacher and teacher-admin).

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

### Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 3 4

Students have a wide range of activities from which to choose through the After School All-Stars (ASAS) programs and extracurricular athletic teams. Several tuition-based programs are also offered on site. ASAS programs reach about ½ of our 1st through 8th graders but many still do not take advantage of opportunities. We would like to increase the number of students participating in after school programs and continue working to engage students and families who are typically not engaged.

The IB program places an emphasis on service and action - these components will be embedded into teachers unit plans and over the next two years we would like to see more students engaging in service projects (regardless of how big or small) as well as taking meaningful action in their classrooms, communities, homes or individual choices. Our Student Council has led many efforts related to service and action through Canned Food Drives, Box Tops Collection to raise money for the school, collecting donations to give to local charities, cleaning the school grounds, among other things. In addition, during the 2015-2016 school year the Student Council led initiatives around the school uniform and lunch concerns.

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

## Guide for Student Voice, Engagement, & Civic Life

### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

**Safety & Order:**

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

The school building ensures that all students and staff are safe during the school day. The building is secured by having all doors locked and allowing only staff members to enter in and out of the building through a door with a pin code. An officer is in our building during all hours of school. Parents and guests must enter through the front main door and either be buzzed in by the office clerk or by the security officer. There is concern regarding the students entering and leaving the building before and after school hours from different doors due to a variety of before and after school activities. The alley has also been reported as an extremely dangerous area for students to walk through as cars drive through this alley, including teachers who go in and out of the parking lots. There are students who have been getting dropped off across the street in front of the school and this puts them in danger as well. These are issues that the school is working to address. The school has an emergency plan in place for all students and staff and have been provided with a binder of procedures. The students with physical disabilities also have an individualized evacuation plan and staff members assigned to them in case of an emergency. In terms of social emotional safety, Peirce works together with Community Counseling Agencies such as C4 and Alternatives to provide students in need of counseling services during the school day that may not be able to receive these services outside of school. Social emotional groups are in place for middle school students to address concerns related to self harm, suicide, relationships, fears, depression, etc. Classroom routines and procedure are orderly, efficient, and well managed. Teachers are expected to have visible signs of the 3 essential agreements: Be Responsible, Be Respectful, Be Safe. PBIS - Panther Paws are used to reinforce positive behaviors.

**Guide for Safety & Order**

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ School Climate Standards Rubric/Assessment</li> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

**Restorative Approaches to Discipline:**

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

Score

1 2 3 **4**

effectively changes student behavior using a menu of instructive, corrective and restorative responses.

School-wide and classroom expectations for student behavior are currently in place and follow three core values ( Be Respectful, Be Responsible Be Safe). The expectations are posted on walls and referred to throughout the day. The PBIS team developed a system which asks teachers to use the Panther Paw system to reinforce positive student behavior. The building currently lacks positive visual messages in common areas. The PBIS team meets once a month, however it's purpose and ways in which it supports students needs to be identified.

Discipline and PBIS plan was developed and shared with staff during the summer of the 2015-2016 school year. However, some teachers have asked for clarity and support in handling misbehaviors that arise. Some teachers have requested that administration provide clearer directions for the school-wide discipline plan and help teachers identify behaviors which should be handled at the classroom level and behaviors that warrant additional administrative support. Current behavioral supports include the use of a reflection form, short time outs, or reassignments to another classroom. Despite these systems being in place, some students have repeated infractions and need something more than the tools currently available. As a school and as a CPS system, there is a greater emphasis on the use of restorative practices and some teachers need additional support in how to use these practices to support student behaviors in the classroom. We need to train our staff so that we move towards using Restorative Practices as a next step to address misbehaviors instead of punitive consequences such as detentions and suspensions.

Peirce has a full-time counselor who is able to focus on individual and group counseling. In addition, Peirce has a Restorative Practices Coach that has supported the counseling department in the development of counseling groups for middle school. The groups teach students skills to respond to stressful situations and conflicts before resulting in further negative behaviors. The Restorative Practice Coach has also started her work in visiting classrooms to assess the needs and provide modeling in restorative conversations and Peace Circles. The Behavioral Health Team meets on a regular basis to discuss students that are referred for counseling which include behavioral concerns and appropriate interventions and supports needed.

## Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

### Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

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

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

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

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

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

### Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**

- School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
1	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Relational Trust	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
As we continue work within curriculum development, MTSS and Balanced Assessment and Grading we will be developing common assessments and providing targeted interventions to meet the needs of all learners. With these systems in place, we look to see an increase in student growth and attainment on the NWEA MAP test. We are currently at a level 1 and with these changes we look to be at a level 1+.	82.00	64.00	70.00	75.00
<b>National School Growth Percentile - Math</b>				
As we continue work within curriculum development, MTSS and Balanced Assessment and Grading we will be developing common assessments and providing targeted interventions to meet the needs of all learners. With these systems in place, we look to see an increase in student growth and attainment on the NWEA MAP test. We are currently at a level 1 and with these changes we look to be at a level 1+.	73.00	61.00	68.00	74.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
As we continue work within curriculum development, MTSS and Balanced Assessment and Grading we will be developing common assessments and providing targeted interventions to meet the needs of all learners. With these systems in place, we look to see an increase in student growth and attainment on the NWEA MAP test. We are currently at a level 1 and with these changes we look to be at a level 1+.	59.30	(Blank)	75.00	80.00
<b>African-American Growth Percentile - Reading</b>				
We will work at targeting priority groups to increase student achievement.	43.00	55.00	65.00	75.00
<b>Hispanic Growth Percentile - Reading</b>				
We will work at targeting priority groups to increase student achievement.	77.00	45.00	55.00	65.00
<b>English Learner Growth Percentile - Reading</b>				
We will work at targeting priority groups to increase student achievement.	(Blank)	(Blank)	65.00	75.00
<b>Diverse Learner Growth Percentile - Reading</b>				
We will work at targeting priority groups to increase student achievement.	(Blank)	1.00	30.00	40.00
<b>African-American Growth Percentile - Math</b>				
We will work at targeting priority groups to increase student achievement.	24.00	53.00	60.00	65.00
<b>Hispanic Growth Percentile - Math</b>				

We will work at targeting priority groups to increase student achievement.	69.00	47.00	55.00	65.00
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**English Learner Growth Percentile - Math**

We will work at targeting priority groups to increase student achievement.	(Blank)	(Blank)	55.00	65.00
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**Diverse Learner Growth Percentile - Math**

We will work at targeting priority groups to increase student achievement.	(Blank)	1.00	30.00	40.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

As we continue work within curriculum development, MTSS and Balanced Assessment and Grading we will be developing common assessments and providing targeted interventions to meet the needs of all learners. With these systems in place, we look to see an increase in student growth and attainment on the NWEA MAP test. We are currently at a level 1 and with these changes we look to be at a level 1+.	70.00	75.00	80.00	85.00
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**National School Attainment Percentile - Math (Grades 3-8)**

As we continue work within curriculum development, MTSS and Balanced Assessment and Grading we will be developing common assessments and providing targeted interventions to meet the needs of all learners. With these systems in place, we look to see an increase in student growth and attainment on the NWEA MAP test. We are currently at a level 1 and with these changes we look to be at a level 1+.	63.00	70.00	75.00	80.00
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**National School Attainment Percentile - Reading (Grade 2)**

As we continue work within curriculum development, MTSS and Balanced Assessment and Grading we will be developing common assessments and providing targeted interventions to meet the needs of all learners. With these systems in place, we look to see an increase in student growth and attainment on the NWEA MAP test. We are currently at a level 1 and with these changes we look to be at a level 1+.	90.00	95.00	95.00	95.00
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**National School Attainment Percentile - Math (Grade 2)**

As we continue work within curriculum development, MTSS and Balanced Assessment and Grading we will be developing common assessments and providing targeted interventions to meet the needs of all learners. With these systems in place, we look to see an increase in student growth and attainment on the NWEA MAP test. We are currently at a level 1 and with these changes we look to be at a level 1+.	41.00	77.00	82.00	85.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Increase academic performance on ACCESS annually. Increase # of teachers with EL endorsement and provide targeted instruction for ELs.	51.50	60.70	65.00	70.00
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**Average Daily Attendance Rate**

Peirce School is above the 96% for attendance, we will maintain the 96% for attendance while increasing .05% per year.	96.60	96.30	96.35	96.40
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**My Voice, My School 5 Essentials Survey**

We will work to be well-organized at Peirce with a "Strong" Score in Administrative Leadership and Cooperative Teachers.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Develop a balanced differentiated curriculum aligned to IB standards and practices and Common Core/NGSS, to support individual student learning needs.

The Peirce Community will increase their use of IB language and behaviors (IB Learner Profile Attributes, PYP Attitudes, ATL) in order to take ownership of all learning.

Successful completion of the IB authorization and evaluation and a Strong score in Peer Support for Learning and Academic Personalism on the 5 Essentials Survey.

Tags:  
Curriculum, Differentiated instruction, EI

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Evidence for status	Status
Submit application for authorization of PYP Program	PYP IBC	Sep 16, 2016 to Oct 1, 2016	Application is in process right now, will be submitted in October.	On-Track

**Curriculum**

Submit MYP Building Quality Curriculum	MYP IBC	Jan 6, 2017 to Feb 1, 2017	(Blank)	Not started
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**Curriculum**

PYP & MYP teams will reflect on and refine IB Units after implementing (3-4 taught and reflected on by February 28, 2017, 6 taught and reflected on by June 2017)	IBC, Teachers	Sep 9, 2016 to May 26, 2017	(Blank)	Not started
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**Curriculum**

Review current curriculum materials and acquire new ones as needed for PYP units	IBC, Teachers	Jul 1, 2016 to Aug 26, 2016	(Blank)	Not started
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**Curriculum, Materials**

Review cross map of standards to IB units to ensure that all CCSS and NGSS standards are developed	IBC, Teachers	Jul 1, 2016 to Dec 16, 2016	(Blank)	Not started
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**Curriculum maps**

Align arts integration programs to IB units of study.	IBC, Teachers, Admin, Arts Liaison	Jul 1, 2016 to Sep 16, 2016	(Blank)	Not started
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**Arts, Curriculum**

Teachers will receive PD on how to support ELs in their classrooms	IBC, EL Liaison, Admin	Jul 1, 2016 to Sep 2, 2016	(Blank)	Not started
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**English language learners**

Teachers will write WIDA standards into unit/lesson plans	Teachers	Sep 5, 2016 to Jun 22, 2018	(Blank)	Not started
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**Curriculum, English language learners**

Teachers will use quarterly Extended Planning Time to develop units	Teachers, Admin, IBC	Sep 5, 2016 to Jun 22, 2018	(Blank)	Not started
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**Curriculum Design, Professional Learning**

Define what a differentiated curriculum looks like at Peirce and provide professional development on differentiation.	IBC, EL Liaison, Admin	Jul 1, 2016 to Sep 2, 2016	(Blank)	Not started
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**Differentiated instruction**

All Units will have components of differentiation built into them using concepts and global context.	IBC, Teachers	Sep 5, 2016 to Oct 28, 2016	(Blank)	Not started
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**Differentiated instruction**

IB Training for those that have not been trained in PYP and MYP or need additional training	IBC, Teachers, Admin	Jul 1, 2016 to Jun 22, 2018	(Blank)	Not started
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**Professional development**

Sp.Ed. Teachers will work with Gen.Ed. teachers in modifying curriculum for Diverse Learners	Teachers, IBC, Case Manager	Aug 29, 2016 to Jun 22, 2018	(Blank)	Not started
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**Diverse Learners, Professional Learning, Modification**

Develop school-wide counseling program in alignment with the IB Program	Counselor	Sep 9, 2016 to Dec 16, 2016	(Blank)	Not started
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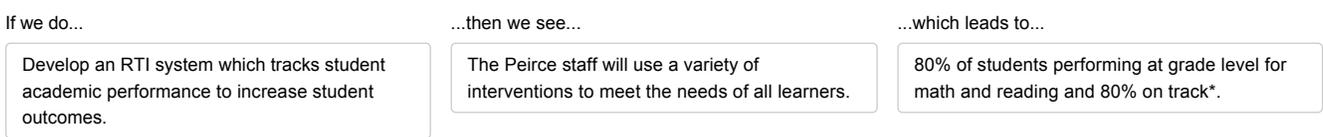
**Curriculum, Counseling**

Teachers will participate in peer observations or lesson study cycles.	IBC, Admin	Jul 1, 2016 to Jun 15, 2018	(Blank)	Not started
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**Professional development**

Host IB Parent Informational Sessions and Parent Meetings such as Parent Mornings.	IBC, Teachers, Admin	Sep 9, 2016 to Jun 15, 2018	(Blank)	Not started
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**Strategy 2**



Tags: Instruction, Data, Differentiated instruction, Instructional materials

Area(s) of focus: 1

Action step	Responsible	Timeframe	Evidence for status	Status
Determine which progress monitoring tools should be used K-8 for reading and math.	MTSS Committee, Admin, Case Manager	Jul 1, 2016 to Jun 16, 2017	(Blank)	Not started

**MTSS, Progress monitoring**

Maximize staff scheduling to allow for extra classroom support/assist in learning communities for progress monitoring and interventions along with before/after school supports.	Admin	Jul 1, 2016 to Aug 19, 2016	(Blank)	Not started
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**MTSS, Scheduling, Progress monitoring**

Create a file system to track tier 2 and tier 3 interventions across school years.	MTSS Committee	Jul 1, 2016 to Dec 16, 2016	(Blank)	Not started
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**MTSS, Progress monitoring**

Refine and disseminate list of Tier 2/Tier 3 interventions in reading and math and share resource with staff.	MTSS Committee	Jul 1, 2016 to Jun 16, 2017	(Blank)	Not started
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**MTSS, Interventions**

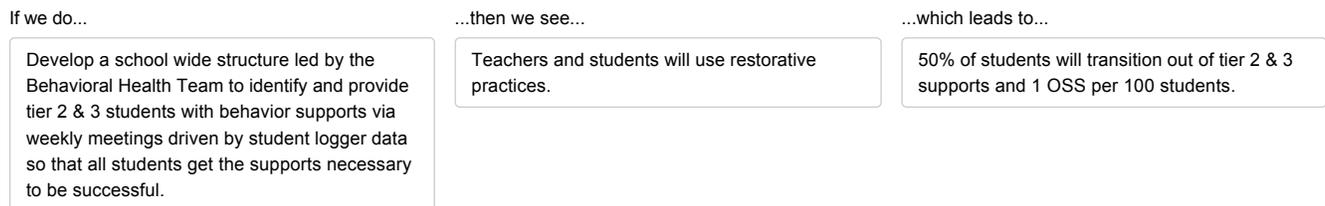
Professional development for teachers in intervention implementation and progress monitoring.	Case Manager, MTSS Committee, Admin	Aug 22, 2016 to Jun 15, 2018	(Blank)	Not started
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**Intervention, Professional development, Progress monitoring**

Make recommendations on Tier 2 intervention programs for reading and Math, as needed.	MTSS Committee	Jul 1, 2016 to Jan 19, 2018	(Blank)	Not started
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**Interventions**

**Strategy 3**



Tags:  
Restorative approaches, Data, Restorative justice, Behavior

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Evidence for status	Status
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Present school-wide discipline plan - breakdown classroom actions and admin actions - outline consequences.	Counselor, AP, Teachers	Aug 22, 2016 to Sep 2, 2016	(Blank)	Not started
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**Professional development, Discipline**

Teachers in same grade level will meet to outline grade level plan for incentives, behavior expectations, re-assignment, reflection.	Teachers, AP, Counselor	Aug 29, 2016 to Sep 2, 2016	(Blank)	Not started
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**Pbis**

On-going PD on restorative practices and monitor implementation in classrooms.	AP, Counselor, Teachers	Jul 1, 2016 to Jun 16, 2017	(Blank)	Not started
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**Restorative approaches**

Develop streamlined plan for student supports and tracking student data - BHT, PBIS, Counseling	BHT Team	Jul 1, 2016 to Sep 30, 2016	(Blank)	Not started
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**Pbis, Behavioral health team**

Identify PBIS coaches for at-risk students. Create a plan to assess student progress and goal setting on a monthly basis	BHT Team, Teachers/Coaches	Jul 1, 2016 to Jun 16, 2017	(Blank)	Not started
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**Pbis, Goal setting, Student support**

Create positive message boards throughout the school which reinforce school-wide PBIS plan	Counselor	Jul 1, 2016 to Jan 20, 2017	(Blank)	Not started
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**Pbis**

All teachers will use Second Step weekly in their classrooms and develop supplemental lessons based on IB attitudes. MYP teachers will develop plan for implementing during advisory or other content area class.	Teachers, Admin, Counselor	Sep 5, 2016 to Jun 15, 2018	(Blank)	Not started
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**Pbis, Second step**

Host Parent Informational Session on Restorative Practices and Peirce's Behavioral Supports Plan.	BHT, Admin, Counselor	Sep 2, 2016 to Dec 23, 2016	(Blank)	Not started
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**Restorative approaches, Pbis, Parents**

If we do...

...then we see...

...which leads to...

Develop common IB formative and summative assessments and grading criteria through common planning time in order to have a fair and equitable assessment policy across grade levels and subject areas.

Teachers will use assessment data to inform instruction.

100% of units have a variety of formative and summative assessments.

Tags:  
Assessment, Gradebook, Grade system

Area(s) of focus:  
4

Action step	Responsible	Timeframe	Evidence for status	Status
Develop school wide grading policy - Specials, Gen.Ed., Sp.Ed. EL	Teachers, Admin, IBC	Jul 1, 2016 to Aug 26, 2016	(Blank)	Not started
<b>Assessment, Grading policy</b>				
Extended Planning Sessions, Grade Level Meetings and PD Days will focus on analyzing student assessment data.	Teachers, Admin, IBC	Aug 29, 2016 to Jun 16, 2017	(Blank)	Not started
<b>Assessment, Professional Learning, Grading</b>				
Develop school-wide homework policy	Teachers, Admin, IBC	Jul 1, 2016 to Aug 26, 2016	(Blank)	Not started
<b>Grading, Gradebook, Homework</b>				
Explore the option of standards based grading and determine if this is possible to use at Peirce	Admin, IBC	Jul 1, 2016 to Jun 16, 2017	(Blank)	Not started
<b>Standards based grading</b>				
Develop Common assessments across grade level teams and analyze student data	Teachers, IBC	Jul 1, 2016 to Jun 15, 2018	(Blank)	Not started
<b>Assessment, Professional Learning</b>				
Teachers will calibrate scoring of student assessments	Teachers, IBC	Jul 1, 2016 to Jun 16, 2017	(Blank)	Not started
<b>Assessment</b>				
Teachers will create an item analysis/class data review after each unit.	Teachers, IBC	May 5, 2017 to Jun 15, 2018	(Blank)	Not started

Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

### NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

#### Parent Involvement Policy

Complete

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

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

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Title 1 Annual meeting will be held on September 23, 2016 at 8:15am in the Fieldhouse. The Title I PAC Organizational Meeting will be held on September 23, 2016 at 8:45am in the Fieldhouse. The Title I PAC chairperson will schedule monthly NCLB Title I PAC meetings with topics of discussion and/or professional developments related to the interests/needs of parents/guardians.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Parents/Guardians will be provided with information regarding Peirce's curriculum, academic assessment, and proficiency levels via school newsletters, website, parent workshops, promotion policy letter, teacher-parent conferences, mid-quarter reports, quarter report cards, parental notices, parent portal, Blackboard Messaging (telephone, emails, texts), open houses, Curriculum Night and the Peirce School website.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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 NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

All information regarding state academic standards and assessments will be disseminated to parents through scheduled meetings and workshops. The Peirce School website will link to the Chicago Public School and the Illinois State Board of Education websites where parents will gain access to specific information regarding state standards and assessments. Parent training on the use of the Parent Portal and assessment guidelines will continue to be a focus in order to provide support for our parents/guardians in regard to the progress monitoring of their child(ren's) academic standing. Through annual school-wide events, such as "Curriculum Night" 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 in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

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

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

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

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 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. Peirce will conduct individual parent school tours, upon request, throughout the year. Information regarding Peirce programs and registration for early childhood (pre-kindergarten/kindergarten) will be disseminated to families during these events. In addition, a fall "Curriculum Night" 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 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 23, 2016 at 8:15am and our Title I PAC Organizational Meeting will be on Friday, September 23, 2016 at 8:45am. Parents/Guardians receive monthly school newsletters with scheduled activities/events/meetings and current information (access to the school website as well). In addition, flyers with pertinent school information will be distributed, as appropriate, throughout the academic year for attendance in various events. All newsletters, flyers, and school/community information will be distributed in both English and Spanish. A translator will be provided for monthly parent meetings (PAC, BAC, PSO, LSC).

#### Policy Implementation Activities

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

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

The school will coordinate the parent involvement programs identified in the CIWP.

The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

## 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, 2016 and April 2017 and again in November 2017 and April 2018. In addition, Peirce School will hold one Curriculum Night event in September 2016. In addition, all middle school students will be assigned a teacher high school placement coach. These teachers will hold one on one conferences with parents/guardians to guide them through the high school application process.

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

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

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

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

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

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

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

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

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

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

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

Students will share the responsibility for improved academic achievement by adhering to the school rules: Be Respectful, Be Responsible, Be Safe. 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

Not complete

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

(Blank)

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<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.	\$ Amount .00