



Helen Peirce International Studies ES / Plan summary

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Lorianne Zaimi	Principal	LZaimi@cps.edu	Has access
Kristen Munoz	Assistant Principal	kmmunoz2@cps.edu	Has access
Joshua Lerner	ELPT	jdlerner@cps.edu	Has access
Katharine Gabelman	PK Lead Teacher	klhopkins@cps.edu	No Access
Kathleen Schultz	Kindergarten & Bilingual Teacher	kaschultz@cps.edu	No Access
Stephanie Sanchez	1st Grade & Bilingual Teacher	smsanchez9@cps.edu	No Access
Geri Baumgarten	2nd Grade Teacher & LSC Teacher Rep	glbaumgarten@cps.edu	No Access
Rebecca Zisook	3rd Grade & Bilingual Teacher	rdzisook@cps.edu	No Access
Evan Trad	4th Grade Diverse Learner Teacher & LSC Teacher Rep	emtrad1@cps.edu	No Access
Lisa Vaughn	5th Grade & Bilingual Teacher	lv Vaughn@cps.edu	No Access
Jeffrey Rossiter	7th Grade Teacher	jrossiter@cps.edu	No Access
Brian Girard	8th Grade Teacher	bgirard@cps.edu	No Access

Jonathon Baldwin	Spanish Teacher	jmbaldwin1@cps.edu	No Access
Bill Kennedy	LSC Parent Member	bkennedyjr@gmail.com	No Access
Matthew Pryor	PAC Parent Chairperson	matthew.d.pryor@gmail.com	No Access
Athanasia Kolontouros	Case Manager	atkolontouro@cps.edu	No Access

### Team meetings

Date	Participants	Topic
01/08/2020	PPLC Members	Review CIWP Timeline
01/29/2020	PPLC Members	Score SEF Framework
02/19/2020	PPLC Members	Identify Areas of Critical Need
02/19/2020	PPLC Members	Set data goals
03/11/2020	PPLC Members	Root Cause Analysis
04/02/2020	PPLC Members	Root Cause Analysis
04/15/2020	PPLC Members	Root Cause Analysis
04/16/2020	PPLC Members	Theories of Action
04/22/2020	PPLC Members	Theories of Action
05/07/2020	PPLC Members	Theories of Action
05/11/2020	PPLC Members	Develop Action Steps
05/12/2020	PPLC Members	Develop Action Steps

02/20/2020	LSC, Parents & Community	Parent Focus Group on CIWP Priorities
02/05/2020	Kennedy, Zaimi	LSC Focus Group
03/12/2020	Pryor, Zaimi	PAC and CIWP development
01/10/2020	PAC	CIWP Parent Compact and seeking parent feedback
02/21/2020	PAC	Parent Compact and seeking parent feedback
03/06/2020	BAC	Parent Compact and seeking parent feedback
05/04/2020	Race & Equity Team	To review CIWP Priorities & Theories of Action
05/12/2020	Race & Equity Team	To review action steps

## School Excellence Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement Expand all

### 4

#### Leadership for Continuous Improvement

- 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
- 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
- 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
- 4 Enable staff to focus and prioritize what matters most
- 4 Employ the skills to effectively manage change
- 4 Make 'safe practice' an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders

#### Evidence

Professional Development Calendar, School Mission/Vision, My Voice My School Survey, Newsletters, Staff Bulletin

## 4

### Structure for Continuous Improvement

- 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 4 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

#### Evidence

Professional Development Calendar, Local School Council Agendas, Building walkthrough, Staff Goals, MTSS Trackers

## Depth and Breadth of Student Learning and Quality Teaching Expand all

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## 3

### Curriculum

- 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 3 Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 4 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity

#### Evidence

IB Units, Classroom Libraries, SEL Scope & Sequence, Student Surveys

## 3

### Instruction

- 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
- 3 Engage students in learning and foster student ownership
- 3 Use questioning and discussion as techniques to deepen student understanding
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)

#### Evidence

REACH Teacher Observations, EL Action Plan, IB Units

## 3

### Balanced Assessment and Grading

- 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other

formative assessments to provide a more comprehensive picture of student learning

- 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

## Evidence

Gradebooks, IB Units, Professional Development Agenda

## 3

### MTSS

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

- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)

#### **Evidence**

Sy18-20 CIWP, MTSS Agendas, BHT Trackers, MTSS Google Folder, Intervention Schedules, Grade Level Meeting Agendas, Progress Monitoring Data

### **3**

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

- 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 4 READINESS – Ensure equitable access to college preparatory curriculum
- 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with

#### **Evidence**

Course Sequence Opportunities, Senn-Peirce Partnership Agendas, Field trip Scope & Sequence, IB Units

## **Quality and Character of School Life** Expand all

### **4**

#### **Relational Trust**

- 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
- 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
- 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

#### **Evidence**

SEL Scope & Sequence, Student Survey, Restorative Practices Training Plan, Committee Agendas

### **4**

#### **Student Voice, Engagement, and Civic Life**

- 4 Study politics
- 4 Become informed voters and participants in the electoral process
- 4 Engage in discussions about current and controversial issues
- 4 Explore their identities and beliefs (REQUIRED: OSEL)
- 4 Exercise student voice (REQUIRED: OSEL)
- 3 Authentically interact with community and civic leaders
- 4 Engage with their community
- 3 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture

#### **Evidence**

IB Units, Field Trip Scope & Sequence, REACH Teacher Observations, School Wide Events, Action Projects, 5th Grade Exhibition

### **4**

#### **Physical and Emotional Safety**

- 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

**Evidence**

PBS Agendas, PBS Plan, School Observations, RP Action Plan, Student Survey,

**4**

**Supportive and Equitable Approaches to Discipline**

- 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
- 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

**Evidence**

Professional Development Agendas, SEL Scope & Sequence, Classroom Observations, Aspen Incident Reporting, RP Action Plan

**4**

**Family & Community Engagement**

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)

**Evidence**

List of school partnerships, School Events Calendar with workshops, Teacher communication logs, attendance calls, home visit schedule, interpretation schedule, family handbook

**Self-assessment**

Lorianne Zaimi (Jan 29, 2020)

Overall assessment: **3 (most practices evident)**

Peirce has made significant progress when rating the SEF over the last 2 CIWP Cycles. There is significant growth in previous priority areas of MTSS, Restorative Practices, Instruction and Balanced Assessment and Grading. While we have many areas that have shown significant growth, we must look closer at the depth and breadth of student learning and quality teaching which is one area where there are a lot of 3s. We also can improve in areas that are rated at with a 4 through reflection on the recommendations which come from the Racial Equity Impact Assessment.

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Yes	Students are consulted for determining SEF ratings.

**School Excellence Framework Priorities**

Score	Framework dimension and category	Area of focus <input type="checkbox"/> = Not of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1 2 <b>3</b> 4 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	<b>1</b> 2 3 4 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1 <b>2</b> 3 4 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1 2 3 4 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	1 2 3 4 5 <input type="checkbox"/>
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1 2 3 4 5 <input type="checkbox"/>
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1 2 3 4 5 <input type="checkbox"/>
4	Quality and Character of School Life: Family & Community Engagement	1 2 3 4 5 <input type="checkbox"/>
4	Quality and Character of School Life: Physical and Emotional Safety	1 2 3 4 5 <input type="checkbox"/>
4	Quality and Character of School Life: Relational Trust	1 2 3 4 5 <input type="checkbox"/>
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1 2 3 4 5 <input type="checkbox"/>
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1 2 3 4 5 <input type="checkbox"/>

## Self-assessment

Lorianne Zaimi (Apr 6, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Root cause analysis was completed over three sessions - thoughtful process in thinking about the root cause of each critical area

Yes Root causes are used to identify 3 to 5 SEF categories are selected as priority areas.

Yes Selected priority areas reflect capacity of the staff to achieve progress in each area within two years.

## Goals

### Areas of critical need and root cause analysis

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

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

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal



SQRP: % of Students Making Sufficient Annual Progress on ACCESS EL

Students were at 19.9% of growth

40.00	40.00
(Blank)	(Blank)

(Blank)

(Blank)	(Blank)
(Blank)	(Blank)

(Blank)

(Blank)	(Blank)
(Blank)	(Blank)

(Blank)

(Blank)	(Blank)
(Blank)	(Blank)

(Blank)

(Blank)	(Blank)
(Blank)	(Blank)

**Required metrics (Elementary)**

**100% complete**

2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
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**My Voice, My School 5 Essentials Survey**

Goal to be well organized on the My Voice My School Survey each school year

(Blank)	(Blank)	90.00	90.00
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**Custom metrics**

**100% complete**

2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
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On Track - All Students

Changing Data Goals based on the elimination of MAP Testing SY20 and SY21 as a result of the pandemic.

72	72	72	75
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On Track - English Language Learners

Changing Data Goals based on the elimination of MAP Testing SY20 and SY21 as a result of the pandemic.

74	74	74	77
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On Track - Students with IEPs

Changing Data Goals based on the elimination of MAP Testing SY20 and SY21 as a result of the pandemic.	64	64	64	67
On Track - Latinx Students				
Changing Data Goals based on the elimination of MAP Testing SY20 and SY21 as a result of the pandemic.	74	74	74	77
On Track - African American Students				
Changing Data Goals based on the elimination of MAP Testing SY20 and SY21 as a result of the pandemic.	72	72	72	75

## Self-assessment

Lorianne Zaimi (Mar 9, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Yes	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

## Strategies

### Strategy 1

If we do...

Use formative assessment data to plan math instruction

...then we see...

Use data cycles to analyze formative assessment data, plan for individual supports and monitor student growth on grade-level math standards

...which leads to...

An increase in on-track rates for Latinx students from 74% to 77% and for African American Students from 72% to 75%.

**Notes on Resource Needed to inform Scheduling and Budget Planning:** What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

Purchase mentor texts, math coach to support lesson study and math formative assessment professional development, substitute coverage for teachers to participate in lesson study and peer observations. Interventionists to support small group targeted instruction.

Tags:

Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access

Area(s) of focus:

1, 2, 3

Action step	Responsible	Timeframe	Status
Assess where individual teachers or teams are at with current knowledge of formative assessment in math	Admin Team	Aug 23, 2021 to Nov 19, 2021	Not started

**Math: Formative Assessment**

Provide opportunities for teacher professional development in formative assessment through professional articles, peer observations and lesson study cycles.	PPLC	Aug 23, 2021 to Jun 17, 2022	Not started
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**Math: Formative Assessment**

Teachers will develop grade level and classroom based formative assessments for math units in PYP, review data and plan for targeted instruction.	PPLC	Aug 23, 2021 to Jun 17, 2022	Not started
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**Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Formative Assessment**

Interventionists support the teaching of small group instruction and targeted interventions	Interventionists	Sep 7, 2020 to Jun 17, 2022	Not started
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**Instruction, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, Math: Formative Assessment**

Vertical Planning Meetings to reflect on and share insight to grade levels on math assessment data at the beginning and end of the year	Teachers, Math Coach, Assistant Principals	Aug 23, 2021 to Jun 17, 2022	Not started
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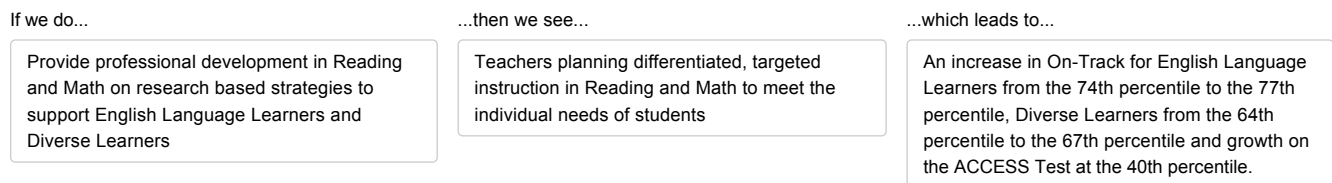
**Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access**

Create a resource bank of planning templates that teachers use to guide the analysis and planning of small group support when using formative assessment data	PPLC	Aug 23, 2021 to Nov 19, 2021	Not started
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Teachers will develop a shared understanding of Formative Assessment	PPLC	Aug 23, 2021 to Nov 19, 2021	Not started
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**Math: Formative Assessment**

**Strategy 2**



**Notes on Resource Needed to inform Scheduling and Budget Planning:** What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

Purchase mentor text, interventionist to support differentiation, partnership with GUST Foundation, vertical planning time, professional learning communities, ISBE Grant money to support extended planning during and after school, Sp.Ed. team meetings, Bilingual Lead Teacher to support professional development. substitutes for peer observations or grade level meeting time, Sp.Ed. team meetings

Tags:

Area(s) of focus:

Structure for Continuous Improvement, Instruction, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MTSS: Curriculum & Instruction 1, 2, 3

Action step	Responsible	Timeframe	Status
Provide opportunities for teacher professional development on supporting English Language Learners through short reads/articles.	PPLC, BLT	Aug 23, 2021 to Jun 17, 2022	Not started

**MTSS: Curriculum & Instruction, OLCE, Personalized Learning: Tailored Learning/Differentiation**

Provide opportunities for teacher professional development on supporting Diverse Learners through short reads/articles.	Case Manager, APs, Interventionists	Aug 23, 2021 to Jun 17, 2022	Not started
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**MTSS: Curriculum & Instruction, OLCE, Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation**

Vertical Teams will meet to develop common supports/action plan for English Language Learners	Teachers, Bilingual Lead Teacher	Aug 30, 2021 to Jun 17, 2022	Not started
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**Curriculum, Instruction, OLCE, Personalized Learning: Tailored Learning/Differentiation**

Identified teachers will meet with Bilingual Lead Teacher to strategize supports and planning for individual students enrolled in the Bilingual Program	Teachers, Bilingual Lead Teacher	Aug 31, 2020 to Jun 17, 2022	On-Track
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**Curriculum, Instruction, OLCE**

Teachers & SECAs supporting students with IEPs will meet to discuss IEP implementation	Sp.Ed. & Gen.Ed. Teachers	Aug 3, 2020 to Jun 17, 2022	On-Track
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**ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams**

Use recommendations from Council for Exceptional Children on High Leverage Practices for DL's in Reading and Math to develop Sped Teachers's practice.	Case Manager, Sp.Ed. Teachers	Aug 31, 2020 to Jun 17, 2022	Not started
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**ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams**

Vertical Teams will meet to develop common supports/action plan for Diverse Learners	PPLC, Teachers, Case Manager, Teacher Leaders	Sep 7, 2020 to Jun 17, 2022	Not started
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**ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams**

Continue the work from Gust - selecting new cohort and give opportunities for teachers to discuss/implement strategies either in GLM or afterschool	Munoz, Teachers, Case Manager, Teacher Leaders	Aug 31, 2020 to Jun 17, 2022	On-Track
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**ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Teacher Teams**

**Strategy 3**

If we do...	...then we see...	...which leads to...
Engage in a two year long cycle of inquiry on our PYP & MYP curriculum with a focus on bias, equity, cultural relevance, cultural representation, accuracy and instructional rigor	an increase in student engagement as they see themselves reflected in curricular resources and experience more opportunities for inquiry in the classroom and strengthened teaching	an increase in On Track for English Language Learners from 74% to 77%, an increase in On Track for African American Students from 72% to 75% and Latinx students from the 74% to

with multiple access points and opportunities for engagement for all learners.

practices that incorporate culturally relevant and sustaining pedagogies with more robust supports for all learners

77%

**Notes on Resource Needed to inform Scheduling and Budget Planning:** What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

Professional development for teachers, purchase books/curriculum materials, substitutes for extended planning, subs for peer observations or grade level time,

Tags:

Instruction, Relational Trust, Arts Education: Equitable Access to the Arts, Assessment: Curriculum Equity Initiative, Equity: Liberatory Thinking, Equity: Resource Equity, Equity: Targeted Universalism, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MGIB: IB, OSEL: SEL Instruction, OSEL: Supportive School Environment, Personalized Learning: Learner Agency, Science: Equitable Access, SSCE: Engaging in Difficult or Controversial Discussions, Math: Equitable Access

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Status
PPLC will support the schools professional learning plan around bias, equity, cultural representation, accuracy, and cultural relevance.	PPLC, Admin Team, Teachers	Jun 1, 2020 to Jun 17, 2022	Completed

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

Use articles, mentor texts to support staff learning around culturally relevant practices.	PPLC, Admin, Teachers	Jun 1, 2020 to Jun 17, 2022	On-Track
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**Equity: Liberatory Thinking, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams**

Explore professional development options to support teachers	Admin, PPLC	Jun 1, 2020 to Jun 17, 2022	Not started
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**Equity: Liberatory Thinking, Equity: Resource Equity, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams**

Create guidelines/rubric to use when reviewing materials for bias, equity, cultural representation, accuracy, cultural relevance and instructional rigor	Admin Team & Teacher Team	Jun 1, 2020 to Aug 28, 2020	On-Track
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**Instruction, Equity: Liberatory Thinking, Teacher Leader Development & Innovation: Teacher Teams**

Common planning time for teams to review materials for bias, equity, cultural representation, accuracy, cultural relevance and instructional rigor. Eliminate materials that do not meet criteria and add on materials that do	Teachers, Consultant, IB Coordinator, Assistant Principals	Aug 31, 2020 to Jun 17, 2022	On-Track
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**Curriculum, Instruction, Equity: Liberatory Thinking, Equity: Resource Equity, Equity: Targeted Universalism, Teacher Leader Development & Innovation: Teacher Teams**

Review/analyze schoolwide programming, partnerships, and messaging, through an antiracist lens including Holiday Concerts, Assemblies, Commonsense throughout the school, etc.	Teachers, Consultant, IB Coordinator, Assistant Principals	Aug 3, 2020 to Jun 17, 2022	On-Track
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**Curriculum, Instruction, Equity: Inclusive Partnerships, Equity: Liberatory Thinking, Equity: Resource Equity**

Research anti-racist curriculum that can be used to teach children about race	Teacher Team	Aug 3, 2020 to Jun 18, 2021	On-Track
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**Curriculum, Instruction, Equity: Liberatory Thinking, Equity: Resource Equity**

Provide ongoing staff professional development on antiracism	Consultant, Admin, Teacher Leaders	Aug 31, 2020 to Jun 17, 2022	On-Track
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**Equity: Liberatory Thinking, Teacher Leader Development & Innovation: Teacher Teams**

Create guidelines and provide training for teachers on how to handle sensitive content such as racial history in a way that attends to different students' social emotional learning needs	Consultant, Admin, Teacher Leaders	Aug 31, 2020 to Jun 18, 2021	On-Track
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**Curriculum, Instruction, Equity: Liberatory Thinking, Teacher Leader Development & Innovation: Teacher Teams**

Create and administer student survey about their experiences with bias, equity, cultural representation and racism two times a year	Culture & Climate Committee	Sep 7, 2020 to Jun 17, 2022	On-Track
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**Student Voice, Engagement, and Civic Life, OSEL: Supportive School Environment**

Create racial affinity groups for students, staff and parents	Culture & Climate Committee	Aug 31, 2020 to Jun 18, 2021	On-Track
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**Student Voice, Engagement, and Civic Life, Equity: Liberatory Thinking, FACE2: Parent Engagement, OSEL: Supportive School Environment**

Engage in Lesson Study cycles with a focus on bias, equity, cultural representation, accuracy, and cultural relevance.	Teacher Leaders, Instructional Coaches, Consultant	Sep 6, 2021 to Jun 17, 2022	Not started
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**Equity: Liberatory Thinking, Equity: Targeted Universalism, OSEL: Supportive Classroom Environment**

Create observation look for tool with a lens on bias, equity, cultural representation, accuracy and cultural relevance	PPLC, Teacher Leaders, Admin Team	Jul 1, 2020 to Nov 13, 2020	On-Track
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**Equity: Liberatory Thinking, Equity: Targeted Universalism, OSEL: Supportive Classroom Environment**

Engage in peer observations with a focus on bias, equity, cultural representation, accuracy and cultural relevance	Teachers, Admin Team	Sep 7, 2020 to Jun 17, 2022	Not started
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**Instruction, Equity: Liberatory Thinking, Equity: Targeted Universalism, OSEL: Supportive Classroom Environment**

Hire an anti-racist Consultant/Facilitator to support professional development and curriculum development	Admin, PPLC	Jul 1, 2021 to Nov 19, 2021	Not started
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**Equity: Liberatory Thinking, Teacher Leader Development & Innovation: Teacher Teams**

**Action Plan**

**Strategy 1**

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

Aug 23, 2021 to Nov 19, 2021 - Admin Team

## Status history

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+ Provide opportunities for teacher professional development in formative assessment through professional articles, peer observations and lesson study cycles.

Aug 23, 2021 to Jun 17, 2022 - PPLC

## Status history

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+ Teachers will develop grade level and classroom based formative assessments for math units in PYP, review data and plan for targeted instruction.

Aug 23, 2021 to Jun 17, 2022 - PPLC

## Status history

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+ Interventionists support the teaching of small group instruction and targeted interventions

Sep 07, 2020 to Jun 17, 2022 - Interventionists

## Status history

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

Aug 23, 2021 to Jun 17, 2022 - Teachers, Math Coach, Assistant Principals

## Status history

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

Aug 23, 2021 to Nov 19, 2021 - PPLC

## Status history

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+ Teachers will develop a shared understanding of Formative Assessment

Aug 23, 2021 to Nov 19, 2021 - PPLC

## Status history

---

+ Provide opportunities for teacher professional development on supporting English Language Learners through short reads/articles.

Aug 23, 2021 to Jun 17, 2022 - PPLC, BLT

## Status history

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+ Provide opportunities for teacher professional development on supporting Diverse Learners through short reads/articles.

Aug 23, 2021 to Jun 17, 2022 - Case Manager, APs, Interventionists

## Status history

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

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

## Status history

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ON-TRACK JAN 19, 2021

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

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

## Status history

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Jan 19

ON-TRACK Jan 19, 2021

### Evidence

ELPT met with teams to deliver district module 2.0 in November and 3.0 in January

ON-TRACK JAN 19, 2021

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

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

## Status history

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Jan 19

ON-TRACK Jan 19, 2021

### Evidence

IEP Transition meetings, weekly team meetings, ongoing after school PD opportunities.

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

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

## Status history

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

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



## Status history

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ON-TRACK JAN 19, 2021

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

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

## Status history

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Jan 19

ON-TRACK

Jan 19, 2021

### Evidence

New Gust Cohort is attending PD virtually with Paula Kluth, debrief meetings with AP to identify information that would be important to share with staff.

## Strategy 3

COMPLETED JAN 19, 2021

+ PPLC will support the schools professional learning plan around bias, equity, cultural representation, accuracy, and cultural relevance.

Jun 01, 2020 to Jun 17, 2022 - PPLC, Admin Team, Teachers

## Status history

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Jan 19

COMPLETED

Jan 19, 2021

### Evidence

Team decided that this action step best lands with the PPLC and that team members should engage in school wide PD but also individual professional learning.

ON-TRACK JAN 19, 2021

+ Use articles, mentor texts to support staff learning around culturally relevant practices.

Jun 01, 2020 to Jun 17, 2022 - PPLC, Admin, Teachers

## Status history

---

Jan 19

ON-TRACK

Jan 19, 2021

### Evidence

Team has identified a series of short reads that are important for staff PD and also modules through the Teaching Tolerance Social Justice Standards and Facing History sites.

+ Explore professional development options to support teachers

Jun 01, 2020 to Jun 17, 2022 - Admin, PPLC

## Status history

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ON-TRACK JAN 19, 2021

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

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

## Status history

Jan 19

ON-TRACK Jan 19, 2021

### Evidence

Teams are using the Teaching Tolerance Social Justice Standards as one way to examine current curriculum.

ON-TRACK JAN 19, 2021

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

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

## Status history

Jan 19

ON-TRACK

Jan 19, 2021

### Evidence

Quarterly extended planning sessions began during quarter 2. Teams had time on the November PD to examine curriculum along with grade level team meetings. 12 hours of planning time have been allocated so far for curriculum review.

ON-TRACK JAN 19, 2021

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

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

## Status history

Jan 19

ON-TRACK Jan 19, 2021

### Evidence

List of programs have been identified for review - next step is to begin the review process.

ON-TRACK JAN 19, 2021

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

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

## Status history

Jan 19

ON-TRACK

Jan 19, 2021

### Evidence

Team decided to use the Teaching Tolerance Standards as a way to support school-wide curriculum review. Team identified focusing on Second Step with new changes, Anti-Defamation League Anti Bias Curriculum, Facing History and Teaching Tolerance lessons.

ON-TRACK JAN 19, 2021

+ Provide ongoing staff professional development on antiracism

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

## Status history

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Jan 19

ON-TRACK

Jan 19, 2021

**Evidence**

Opening Week PD - Identity, Windows/Mirrors, Bias in curriculum materials

Flex PD Days - Social Justice Standards Deep Dive into the four domains - Identity, Diversity, Action, Justice

Peirce team attends Facing History PD

Some staff attend National Equity Project PD

District Courageous Conversations PD with school leaders

Administrator PLCs with other school leaders

ON-TRACK

JAN 19, 2021

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

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

## Status history

---

Jan 19

ON-TRACK

Jan 19, 2021

**Evidence**

Utilizing the Fostering Civil Discourse Guide from Facing History

ON-TRACK

JAN 19, 2021

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

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

## Status history

---

Jan 19

ON-TRACK

Jan 19, 2021

**Evidence**

Partnering with Northwestern University to support survey and focus groups

ON-TRACK

JAN 19, 2021

✚ Create racial affinity groups for students, staff and parents

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

## Status history

---

Jan 19

ON-TRACK

Jan 19, 2021

**Evidence**

Northwestern will support the work with students, team is finalizing steps to approach affinity spaces with staff

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

Sep 06, 2021 to Jun 17, 2022 - Teacher Leaders, Instructional Coaches, Consultant

## Status history

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ON-TRACK JAN 19, 2021

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

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

### Status history



ON-TRACK

Jan 19, 2021

#### Evidence

School admin is using the teaching tolerance equity based look for tools to support classroom observations and feedback. First round of observations focused on classroom culture, current round focuses on student engagement.

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

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

### Status history

+ Hire an anti-racist Consultant/Facilitator to support professional development and curriculum development

Jul 01, 2021 to Nov 19, 2021 - Admin, PPLC

### Status history

## Fund Compliance

### ESSA Program

ESSA Schoolwide Program

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

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

### Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy

Complete

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

NA

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

NA

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

NA

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.

NA

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.

NA

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

NA

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

NA

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

NA

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

NA

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

NA

#### Policy Implementation Activities

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

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

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

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

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

The school no longer qualifies for Title I Funds, therefore no longer has a Parent Advisory Council.

**School-Parent Compact**

**Complete**

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

NA

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.

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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).

NA

**Parent Budget**

**Complete**

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

School no longer qualifies for Title I Funds, SY22.

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

Account(s) Description

Allocation

51130, 52130 **Teacher Presenter/ESP Extended Day**  
For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$	Amount	.00
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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). Services may not be rendered until a PO has been generated.	\$	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 and family engagement must be paid from this account. Receipts must be clear, original, unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	<b>Postage</b> Must be used for parent and family engagement 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

**CIWP/Budget Approval**

# Budget crosswalk

**Strategy 1**

## Theory of action

**If we do...**Use formative assessment data to plan math instruction

**then we see...**Use data cycles to analyze formative assessment data, plan for individual supports and monitor student growth on grade-level math standards

**which leads to...**An increase in on-track rates for Latinx students from 74% to 77% and for African American Students from 72% to 75%.

## Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

Purchase mentor texts, math coach to support lesson study and math formative assessment professional development, substitute coverage for teachers to participate in lesson study and peer observations. Interventionists to support small group targeted instruction.

## Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

## Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

## Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: The purpose of an additional Math teacher will support the implementation of smaller classes in 3rd-5th grades.

Teachers will engage in formative assessment meetings during PD Days, Grade Level meetings, Extended Planning and Flex Days.

## Strategy 2

## Theory of action

**If we do...**Provide professional development in Reading and Math on research based strategies to support English Language Learners and Diverse Learners

**then we see...**Teachers planning differentiated, targeted instruction in Reading and Math to meet the individual needs of students

**which leads to...**An increase in On-Track for English Language Learners from the 74th percentile to the 77th percentile, Diverse Learners from the 64th percentile to the 67th percentile and growth on the ACCESS Test at the 40th percentile.

## Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

Purchase mentor text, interventionist to support differentiation, partnership with GUST Foundation, vertical planning time, professional learning communities, ISBE Grant money to support extended planning during and after school, Sp.Ed. team meetings, Bilingual Lead Teacher to support professional development. substitutes for peer observations or grade level meeting time, Sp.Ed. team meetings

## Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)



- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

---

## Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position
- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

---

## Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: The purpose of an additional Math teacher will support the implementation of smaller classes in 3rd-5th grades.

Teachers will engage in professional learning during PD Days, Grade Level Meetings, Extended Planning and Flex Days

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## Strategy 3

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## Theory of action

**If we do...**Engage in a two year long cycle of inquiry on our PYP & MYP curriculum with a focus on bias, equity, cultural relevance, cultural representation, accuracy and instructional rigor with multiple access points and opportunities for engagement for all learners.

**then we see...**an increase in student engagement as they see themselves reflected in curricular resources and experience more opportunities for inquiry in the classroom and strengthened teaching practices that incorporate culturally relevant and sustaining pedagogies with more robust supports for all learners

**which leads to...**an increase in On Track for English Language Learners from 74% to 77%, an increase in On Track for African American Students from 72% to 75% and Latinx students from the 74% to 77%

---

## Resources Needed

(Notes from CIWP development phase to inform budget, talent, and schedules)

Professional development for teachers, purchase books/curriculum materials, substitutes for extended planning, subs for peer observations or grade level time,

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## Funding source

Select all funding sources you plan to use to support the strategy (select "no cost" if the strategy has no budget impact).

- Local (115)
- Title I (332), II (353), III (356), Perkins (369), IDEA (220)
- IL-Empower (367)
- Other grants, including foundation grants and Fund 124
- No cost

---

## Budget category(ies)

Select all the budget categories you plan to fund to support the strategy (Schools should limit the budget categories selected to ONLY those directly impacting the strategy)

- Teacher position
- ESP Position

- Substitute teacher (PD programming, etc)
- Ext. Day - Buckets
- Supplies
- Equipment
- Materials
- Textbooks
- Professional Development Consultants/vendors
- Conferences and associated expenses
- Other

---

## Achieving the strategy

Add additional context explaining how spending in this category supports your associated CIWP goals targeted by each theory of action.

Providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement. Please reference the draft CPS Equity Framework as you connect your strategies with the opportunity gaps at your school. How does the spend in the above categories help achieve the strategy outcome and what specific opportunity gap that will be addressed?

Example: The purpose of an additional Math teacher will support the implementation of smaller classes in 3rd-5th grades.


Teachers will engage in professional learning during PD Days, Grade Level Meetings, Extended Planning and Flex Days

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## Approvals

**FY21 Approval Form:** Signed 2020-2022 CIWP/Budget Approval Forms FY21 should be uploaded by the budget approval deadline.

File: Approval Page EMAIL.pdf

Uploaded on: Jun 2, 2020 

**FY22 Approval Form:** Signed 2021-2023 CIWP/Budget Approval Forms FY22 should be uploaded by the budget approval deadline.

File: Budget Approval.pdf

Uploaded on: May 16, 2021 